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ABSTRACT

This report documents the success of the High Priority Education Project in generating an unusual amount of creative activity in the Florida colleges of education in designing and implementing projects to improve vocational education and counseling. The program's five phases are discussed in terms of their intersecting objectives, their procedures and outcomes. These phases were: (1) data collection during which relevant personnel were interviewed to assess the status of current, planned and needed activities related to vocational education and vocational guidance; (2) assistance to the universities through the funding of special small projects the purpose of which were to produce prototypic solutions in priority need areas; (3) the development of the Vocational Reorientation Model which included the identification of components in, or affecting, the Public Education System; (4) a statement of policy; and (5) an analysis of funding needs. (TL)

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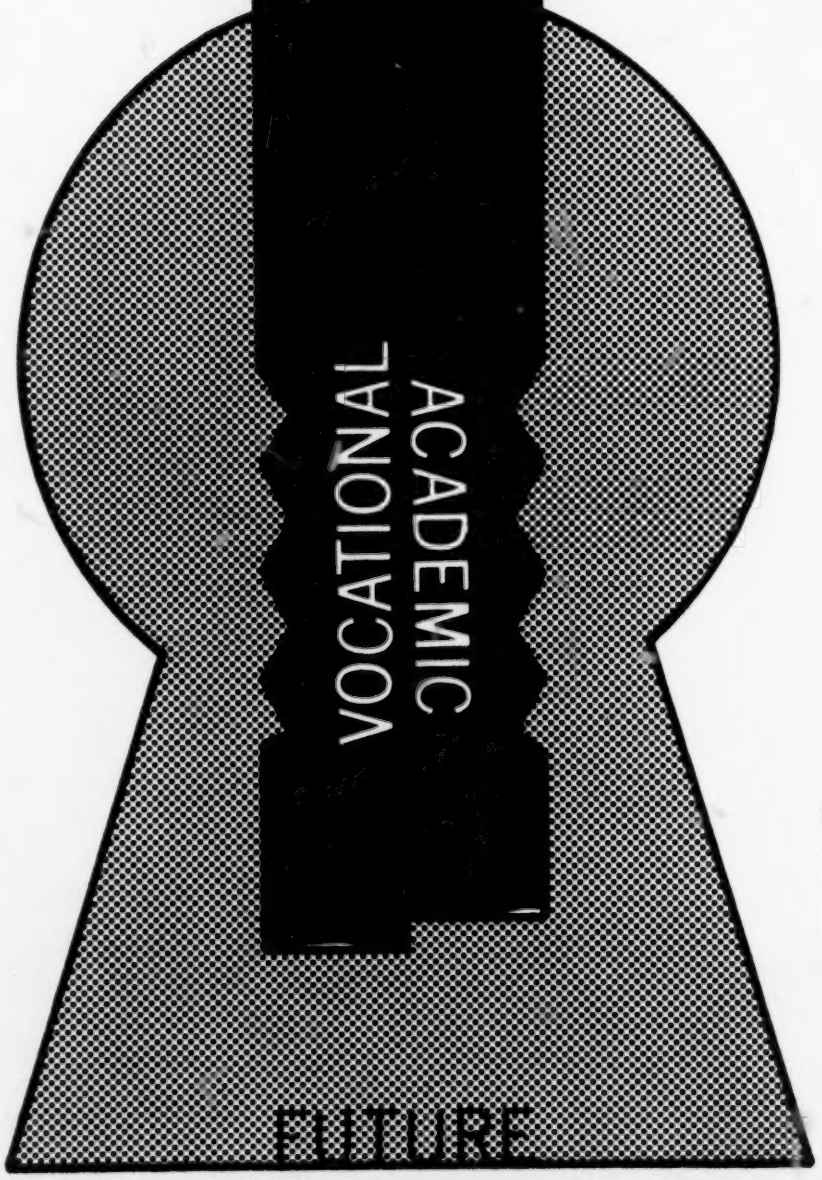
# HIGH PRIORITY EDUCATION PROJECT

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STATE UNIVERSITY SYSTEM OF FLORIDA

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# HIGH PRIORITY EDUCATION PROJECT

A Report on the Activities and Accomplishments of

the High Priority Education Project

to

THE FLORIDA LEGISLATURE

STATE UNIVERSITY SYSTEM OF FLORIDA

Division of Academic Affairs

Tallahassee, Florida

April, 1971

LETTER OF TRANSMITTAL

The Honorable Kenneth H. MacKay, Jr., Chairman
Vocational-Technical Training Sub-Committee
and Members of the Legislature

Ladies and Gentlemen:

On behalf of the High Priority Education Project staff and Advisory Committee, I am transmitting the Project's report on efforts in the colleges of education in the State University System, related to vocational education and vocational guidance. The report includes an inventory of current activities in the colleges, as well as a description of proposed projects which represent innovative prototypic approaches to problems in current priority need areas.

The 1970 Legislature allocated $50,000 to the Board of Regents, and through House Bill 3894 directed them to administer the High Priority Education Project, its purpose being to stimulate rapid and meaningful changes within the colleges of education, and to improve the present image of vocational education. The High Priority Education Project was also directed to provide funds to the universities for special projects, and to formulate rules and regulations for proposal submission, selection and funding. Lastly, the Board of Regents was directed to annually submit an assessment of projects funded through the High Priority Education Project, including their objectives, procedures and outcomes.

I believe the report demonstrates that the provisions of the bill have been amply fulfilled. The report includes the requested assessment of projects which have thus far been initiated and funded by the High Priority Education Project, as well as the submission guidelines and selection criteria for these, and proposed, special projects. Proposals for the development of reproducible prototype projects which have been submitted to the High Priority Education Project are also discussed, primarily in terms of their objectives, procedures and proposed outcomes.

It is the intent of the High Priority Education Project to continue to stimulate, aid and support the colleges of education in their efforts in priority need areas, through appropriate input, feedback, and funding mechanisms.

Respectfully submitted,

Robert B. Mautz, Chancellor
State University System of Florida

HIGH PRIORITY EDUCATION PROJECT

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ACKNOWLEDGEMENTS

The High Priority Education Project is being conducted at the Board of Regents Office, headed by Chancellor Robert B. Mautz, in the Division of Academic Affairs, headed by Vice Chancellor Allan Tucker.

In addition to the Management Committee, Advisory Council and staff of the High Priority Education Project, gratitude and appreciation are expressed to all persons who have contributed information and insight to the Project. The cooperation of the following are especially noted: the deans and faculties of the Colleges of Education in the State University System, including, Dr. Jean A. Battle-University of South Florida, Dr. Phillip R. Fordyce-Florida State University, Dr. C. C. Miller-Florida Technological University, Dr. Paul B. Mohr-Florida Agricultural and Mechanical University, Dr. Bert Sharp-University of Florida, Dr. Wesley Sowards-Florida International University, Dr. Ellis F. White-University of North Florida, Dr. Robert Wiegman-Florida Atlantic University, and Dr. Billy Williams-University of West Florida; personnel in the Division of Vocational, Technical and Adult Education of the Department of Education, including, Dr. Carl Proehl, Director, and his associates, Mr. Rod Dugger, Dr. Kenneth Eaddy, Dr. Edward Eikman, Mr. Robert Hancock, Dr. G. W. Neubauer, Dr. Leon Sims, and Dr. Ralph Steeb; and other personnel in the Department of Education, including, Dr. Fred Daniel, Commissioner/ Board Staff, State Board of Education, Mr. Sidney Henry, Grant Information and Management, Board of Regents; Mr. Robert Holland, Coordinator of Student Personnel Services, Division of Community Colleges; Dr. Nell Kannwischer, Director of Program Approval, Elementary and Secondary Education; Mr. Grady Rea, Coordinator, Accounting Control, Board of Regents; and Mr. John Staples, Administrator, Teacher Certification, Bureau of Teacher Education, Certification and Accreditation.

# FOREWORD

The High Priority Educational Projects Fund was one part of a total package of 1970 legislative acts designed to strengthen vocational education. The purpose of this particular fund, administered by the Board of Regents, was to "stimulate rapid and meaningful changes within Florida's colleges of education" and to improve the image of vocational education in the minds of teachers, administrators and counselors.

This report documents the success of the fund in generating an unusual amount of creative activity in the colleges of education in designing and implementing projects to improve vocational education and counseling. As a matter of fact, an inventory of activities which was made as a first step revealed that a number of projects were already underway. Those which were judged to be the most promising and worthy of immediate support in order to move them more rapidly to full implementation were provided with financial support from the fund.

A number of new projects were initiated with support from the fund provided to assist in planning. Some of these are highly innovative and show great promise of bringing about substantial improvements in teacher and counselor training programs. They will need continued support in order to be fully implemented.

Perhaps the primary reason that the colleges of education have not responded to the changing needs of society more rapidly is that they are not now organized, staffed, or funded in a manner calculated to both encourage and make possible rapid and meaningful response to change. A college staff which must expend the greater part of its energy merely to stay afloat in a sea of students is not likely to be highly creative or innovative. This is not to say that the need for change goes unrecognized. It is to say, however, that without powerful incentives to change, the extra effort required to create new designs, put them into practice, and share them with others is slow to come about. The unmistakable message of the 1970 legislature to the colleges of education to initiate needed changes, plus the support provided by the High Priority Educational Projects Fund has proven to be an effective incentive. The momentum which has been generated must not be allowed to collapse. Our strongest recommendation is that the impetus provided in 1970 be continued by the 1971 legislature and that some form of incentive to continue a high level of innovative activities be provided. It is our view that failure to do so would be to break faith with those who have responded beyond what anyone might have reasonably expected and have invested time and creative thought and energy considerably in excess of that which was actually supported by the High Priority Educational Projects Fund.

It is the observation of members of the Board of Regents staff that the fund has generated more substantial movement on the part of the colleges of education than any comparable act in recent years.

The report which follows documents in considerable detail what has been said to this point. It will be noted that first consideration was given to those projects which appeared to have promise of <u>immediate</u> impact. Some problems can be solved rather quickly with a minimum amount of support and encouragement. Others are more complex and involve deep and fundamental long range changes in order to produce substantial and visible pay-offs. For such projects a small amount of planning funds have been provided.

We in the Board of Regents office believe that the 1970 legislature, in establishing the High Priority Educational Project, was successful in creating a mechanism by which substantial and meaningful changes can be brought about in the colleges of education. We would like to see it continued and pledge our strongest efforts and determination to give a good account of our stewardship. We would welcome the opportunity to continue to provide documented evidence that we have carried out in a creditable manner our responsibilities to the people of Florida as articulated by the legislature.

## ABSTRACT

The purpose of the High Priority Education Project is to stimulate rapid and meaningful changes in the colleges of education correlative with changes in the Public Education System, and to improve the image of vocational education. In working toward this goal, inputs were continuously processed from three primary sources: the High Priority Education Project Advisory Council, interviews with Department of Education and State University System personnel, and literature related to vocational education and vocational guidance. The project was executed in five intersecting phases: 1) data collection, 2) assistance to the Universities, 3) model development, 4) statement of policy, and 5) analysis of funding needs.

1. During the data collections phase, relevant personnel from the Department of Education and the Colleges of Education were interviewed to assess the status of current, planned and needed activities related to vocational education and vocational guidance. Similar survey data was solicited from additional sources in Florida and from a multitude of sources across the nation. Descriptive summaries are included which have been compiled based on activities reported to date.
2. Assistance to the Universities was primarily through the funding of small special projects, including dissemination efforts and planning projects. These projects are discussed primarily in terms of their objectives, procedures and evaluations. A progress report is included for each project. All planning projects have submitted proposals for large-scale attempts at producing prototypic solutions in current priority need areas.
3. Development of the Vocational Reorientation Model included the identification of components in, or affecting, the Public Education System, and the specification of the functional relationships which exist between these components. The model is seen as effectively being composed of three subsystems: the Legislature and the Department of Education, the institutions of higher learning, and the Public School System. The discussion of the model involves the identification of priority need areas and the current response to those needs. The needs identified are primarily those specified by 1970 legislation, The Florida State Plan for Administration of Vocational Education, and the Select Council on Post-High School Education Report, and include the following:

    a) Articulation and coordination between the universities community colleges, area vocational-technical centers, and the Public School System;
    b) Articulation and coordination (as described above) with respect to vocational guidance and counseling;
    c) Reorientation of pre-service public school personnel (including teachers, counselors, administrators, and supervisors) with respect to vocational education and vocational guidance;

d) Improved vocational guidance for public school students, at all levels, with the emphasis on the disadvantaged;
e) Appropriate remediation, with emphasis on the disadvantaged;
f) Relevant high school training which produces students who are either job-ready or prepared for post-secondary training;
g) Development of information systems and job-placement capabilities within the Public School System; and
h) Inservice training for all public school personnel with respect to vocational education and vocational guidance.

The response to these needs is presented in the form of proposals for special projects which have been submitted to the High Priority Education Project.

4. A statement of special project policy has been developed, including a qualification policy, a selection policy, and a funding policy. The qualification policy essentially states that proposals may be submitted only after the project theme has been judged to be relevant, of potential impact and reproducible. The selection policy states that, of proposals submitted, those which meet the highest percentage of the enumerated criteria will have the greatest probability of being selected. The funding policy states in essence, that funding will be released in stages, contingent upon successful execution of each phase of the project. All elements of policy are designed to increase the probability of producing reproducible prototypes, in priority need areas, with high potential for effectuating visible impact.
5. The analysis of funding needs was based on budget figures included in proposals thus far submitted. Many of the proposals involve multi-phase procedures to be executed over an extended period of time, having both immediate and long-term pay-offs. The analysis indicates that approximately $900,000 would be required to fund the initial phases of proposed projects in all priority need areas (based on the amount required for one fiscal year). Should a lesser amount be made available, application of the High Priority Education Project selection criteria will determine which proposals are actually awarded funds.

The High Priority Education Project is now in the process of critically analyzing the submitted proposals with respect to the selection criteria. In some cases the proposals will be returned to the submitter for amplification or clarification. For most of the proposals specific recommendations will be made related to execution and evaluation. The High Priority Education Project will insure that the outcomes of these projects are disseminated to all relevant personnel.

The next phase of the High Priority Education Project will primarily involve the initiation and careful monitoring of the newly-funded special projects. The project will also be completing its nation-wide survey for final synthesis and dissemination. As always, the High Priority Education Project will continue to engage in constant evaluation of priority need areas and the existing and required responses, and will continue to stimulate appropriate action.

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A STATEMENT OF PURPOSE

## A STATEMENT OF PURPOSE

WHEREAS, a majority of public school students do not continue beyond the high school level, and, not over 20% graduate from college and

WHEREAS, vocational training is provided for only a relatively small proportion of public school students, and most of these do not reach an adequate level of employability prior to graduating or leaving school without graduating, and

WHEREAS, despite these facts, there is presently no procedure for advance identification of potential academic dropouts, and no systematic program to recruit these young people into intensive vocational training, and

WHEREAS, the failure to develop systematic programs for identification of potential dropouts, coupled with the failure to recruit such persons and to counsel them and train them for a vocation has resulted in a waste of money and human resources, and

WHEREAS, many other social problems such as increasing delinquency and racial unrest, and increasing welfare needs and unemployment are directly related to inadequate and irrelevant education, and

WHEREAS, recent figures indicate an acute shortage of counselors, with an average of only one (1) counselor for each four hundred fifty (450) students in grades seven (7) through twelve (12), and for each four thousand (4,000) students in grades one (1) through six (6), with more than one thousand five hundred (1,500) new counselors needed to bring the ratio of students to counselors within acceptable limits, and

WHEREAS, the universities are not providing sufficient graduates to meet the need, and it appears that the number of new counselors is actually decreasing as course requirements become more restrictive and demanding, and

WHEREAS, counseling as a course of study is offered only at the graduate level, and attempts to develop new courses of instruction have encountered serious obstacles, and

WHEREAS, there is built-in academic bias in the counselor education system, and the typical graduate has little, if any, firsthand exposure to or experience with the world of work, and

WHEREAS, the present educational philosophy of the majority of school administrators, supervisors and teachers is inadequate or irrelevant to the applied educational needs of students,

THEREFORE, the 1970 Legislature of the State of Florida enacted legislation designed to promote rapid and comprehensive changes in the current Public Education System of Florida.

Many of the bills which were passed had far-reaching implications, not only for other aspects of public education, but also for the colleges of education in the state. Primarily as a result of the latter, the High Priority Education Project was created, its purpose being twofold:

1. To stimulate rapid and meaningful changes in the colleges of education correlative with the changes in the public education system, and
2. To eliminate the stigma presently attached to vocational education.

Thus, the goal of the High Priority Education Project is not only to bring about changes in the colleges of education necessary for successful implementation of 1970* legislation (purpose 1), but also to promote those endeavors which will enable changes (in the schools and colleges) to be perceived by students, staff and community as necessary and desirable (purpose 2).

## SUB-GOALS OF THE HIGH PRIORITY EDUCATION PROJECT

Specifically, the objectives, or sub-goals, of the High Priority Education Project, are to stimulate, initiate and support projects in the colleges of education designed to accomplish one or more of the following:

1. THE DEVELOPMENT OF NEW COURSES OR PROGRAMS FOR
   - A Elementary Teachers
   - B Secondary Teachers (non-vocational)
   - C Counselors
   - D Occupational Specialists (and other support personnel)
   - E Vocational Education Teachers (including Industrial Arts)

   designed to improve attitudes, skills and knowledge with respect to vocational education.

Sub-goal 1 relates directly to House Bills (HB) 3893, 3896 and 3898, and indirectly to HB 3897 (See page 5). HB 3893 makes provision for the utilization of non-degree para-professionals entitled "Occupational Specialists," intended to work under the supervision of certified counselors, and primarily designed to expand the "world of work" component of counseling. It is clear that utilization of such persons

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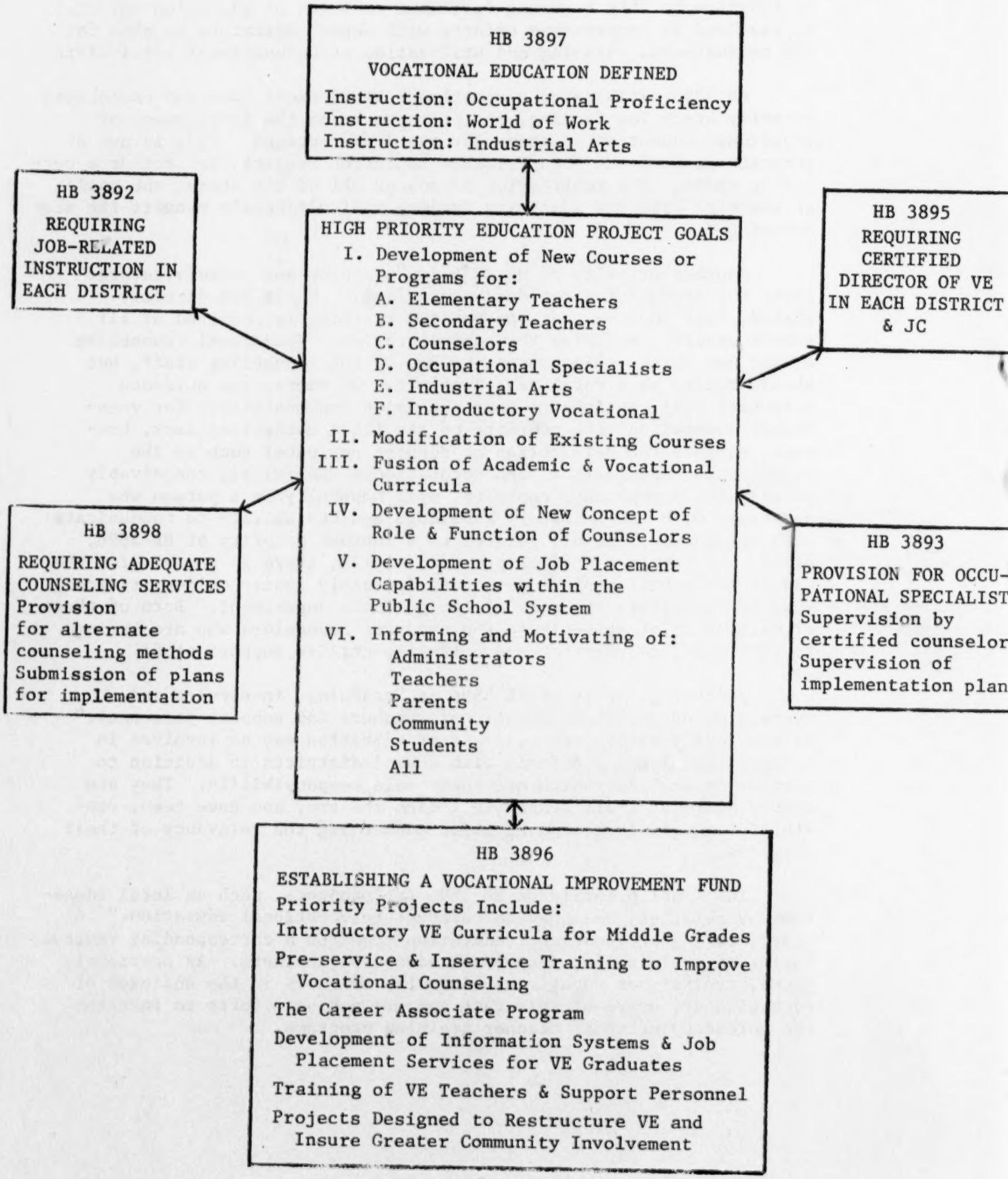
* or 1971, 1980, etc.

THE RELATIONSHIP OF THE GOALS OF THE HIGH PRIORITY EDUCATION PROJECT TO 1970 LEGISLATION PERTAINING TO VOCATIONAL EDUCATION


HB 3897
VOCATIONAL EDUCATION DEFINED
Instruction: Occupational Proficiency
Instruction: World of Work
Instruction: Industrial Arts
HB 3892
REQUIRING JOB-RELATED INSTRUCTION IN EACH DISTRICT
HIGH PRIORITY EDUCATION PROJECT GOALS
I. Development of New Courses or Programs for:
A. Elementary Teachers
B. Secondary Teachers
C. Counselors
D. Occupational Specialists
E. Industrial Arts
F. Introductory Vocational
II. Modification of Existing Courses
III. Fusion of Academic & Vocational Curricula
IV. Development of New Concept of Role & Function of Counselors
V. Development of Job Placement Capabilities within the Public School System
VI. Informing and Motivating of:
Administrators
Teachers
Parents
Community
Students
All
HB 3895
REQUIRING CERTIFIED DIRECTOR OF VE IN EACH DISTRICT & JC
HB 3898
REQUIRING ADEQUATE COUNSELING SERVICES
Provision for alternate counseling methods
Submission of plans for implementation
HB 3893
PROVISION FOR OCCU-
PATIONAL SPECIALIST
Supervision by certified counselor
Supervision of implementation plan
HB 3896
ESTABLISHING A VOCATIONAL IMPROVEMENT FUND
Priority Projects Include:
Introductory VE Curricula for Middle Grades
Pre-service & Inservice Training to Improve Vocational Counseling
The Career Associate Program
Development of Information Systems & Job Placement Services for VE Graduates
Training of VE Teachers & Support Personnel
Projects Designed to Restructure VE and Insure Greater Community Involvement

requires, at minimum, incorporation of a new element into counselor training; counselors must be appropriately informed and trained regarding the functions and utilization of these para-professionals. In addition to this training function, colleges of education may also be involved in cooperative efforts with school districts to plan for the recruitment, training and utilization of occupational specialists.

HB 3896 established a vocational improvement fund and enumerated priority areas for funding, one of these being the development of vocational education programs for the disadvantaged. This is not a separate goal of the High Priority Education Project, but rather a pervading theme. The realization of one or all of the stated sub-goals of the High Priority Education Project will ultimately benefit the disadvantaged.

Another priority of HB 3896 is "training and in-service projects for improving vocational counseling." While not directly stated, this implies that appropriate training is required at all school levels, including the administration. Vocational counseling should not be the sole responsibility of the counseling staff, but should rather be a total school effort. Of course the guidance personnel will continue to have the major responsibility for vocational counseling; the enormity of the total counseling task, however, demands the utilization of support personnel such as the occupational specialist. The occupational specialist, conceivably serving in an ombudsman capacity, will hopefully be a person who possesses both the necessary knowledge and the ability to communicate with students. This all relates to a further priority of HB 3896, namely the career associate program. Again, there is concern for the use of additional support personnel (possibly junior college-trained) who can facilitate the work of the guidance department. Both of these priorities point strongly to the need for counselors who are trained to work with, coordinate, and optimally utilize support staff.

Another priority of HB 3896 is "training, in-service and recruiting projects for vocational teachers and support personnel." As previously noted, the colleges of education may be involved in cooperative planning efforts with school districts in addition to performing services which are their sole responsibility. They are keenly aware of their responsibilities and are, and have been, constantly engaged in self-evaluation concerning the relevancy of their programs.

The final priority of HB 3896 is "projects, such as local education authorities, designed to restructure vocational education." A restructuring of vocational education requires a corresponding restructuring of training for vocational education teachers. As previously noted, trainers of vocational education teachers in the colleges of education are aware of this fact and are making efforts to increase the relevancy of their teacher training programs.

HB 3898 requires the provision of adequate counseling services for students. Again, this involves not only the counselor, but also effective utilization of support personnel as well as appropriately trained teachers and administrators; all of this reflects back on the colleges of education and their role in preparing such people.

HB 3897 defined vocational education to include instruction in industrial arts and vocationally-oriented home economics, as well as instruction 1) which is given to persons for the purpose of developing occupational proficiency necessary for gainful employment, and 2) in exploratory courses designed to familiarize persons with the world of work and to motivate them to pursue courses in vocational education. This last point implies a curriculum which is concerned with vocational education starting in grade one. It involves a total educational program beginning with world of work concepts in the elementary grades, progressing to exploratory activities in the middle grades, and culminating in relevant vocational training at the secondary level. This approach requires a new breed of teachers and administrators at all levels who have been trained in such a way that they bring with them to the schools the attitudes, skills and knowledge necessary for successful implementation.

2. MODIFICATION OF EXISTING COURSES AND PROGRAMS DESIGNED TO IMPROVE THE ATTITUDES, SKILLS AND KNOWLEDGE OF ALL SCHOOL PERSONNEL WITH RESPECT TO VOCATIONAL EDUCATION

All of the changes previously discussed with which the colleges of education must contend, can at least partially be accomplished through modification within existing programs. While ultimately a complete restructuring of the various training programs may be required, for the sake of immediacy there are certain changes which must be, and are being, made now. This is not necessarily a "patching" operation, but rather the beginning of a total process which begins with the key elements of a program. A modification approach retains that which is still relevant and discards or alters that which needs changing.

3. A MEANINGFUL FUSION OF ACADEMIC AND VOCATIONAL CURRICULA

Sub-goal 3 relates directly to HB 3896 and 3897. HB 3896 has a priority for introductory vocational curricula for junior high and middle schools. This priority has at least three implications for the colleges of education:

1) The colleges of education are themselves involved in the development of such programs. Utilizing information about similar efforts in other areas of the country (e.g. IACP), they are working cooperatively with the schools to produce both middle school programs and the prerequisite elementary programs (e.g. LOOM) called for by HB 3897 (HB 3897 includes in the definition of vocational education instruction regarding the world of work).

2) Inclusion of such curricula requires teachers, administrators and counselors (and support personnel) with the attitudes, skills and knowledge necessary for successful implementation, and

3) As mentioned in 1) above, the existence of such programs at the middle school level indicates the need for elementary teachers who can lay the proper foundation with a general orientation to the world of work.

The fusion of academic and vocational curricula is seen as the most promising approach to vocational programs at the elementary and middle school levels (as well as the secondary level). This fusion can facilitate not only the objectives of HB 3896, but also one of the major purposes of the High Priority Education Project, namely to eliminate the stigma presently connected with vocational education. By diffusing and integrating the vocational throughout the entire curriculum, starting with grade one, the academic-vocational dichotomy can be ultimately eliminated. Vocational education will be viewed not as subordinate to academic education, but rather as complementary to it.

4. THE DEVELOPMENT OF A NEW CONCEPT OF THE ROLE AND FUNCTION OF COUNSELORS.

All of the discussion under sub-goal 1 concerning counselors applies here, the difference being one of degree, as mentioned under sub-goal 2. The problems of today will not wait until the colleges of education have had sufficient time to develop a completely new training model for counselors. Ergo, new courses or programs, or appropriate modification of existing programs, must be developed now. The ultimate goal, however, is the development of a new species of counselors, fully prepared to deal with the changing needs of youth. As with the development of any new species, the process is evolutionary. By continually modifying courses, adding new ones and discarding irrelevant ones, eventually the cycle will become complete and the desired output produced. Also as with evolution, the process is adaptive; those characteristics of counselors which remain relevant will be passed on to future generations of counselors, whereas those characteristics which lose their relevancy will disappear through a self-selection process. The speed of the total cycle depends not only on the willingness of the existing breed, but also on the support and encouragement they receive from outside their ranks.

There are, however, a number of universities in a position to bypass the normal process of evolution; they are not constrained by existing frameworks in that they currently have no program for counselors. Given sufficient support, they CAN and WANT to develop programs which will serve as reproducible prototypes not only for universities with existing programs, but also for those universities who currently do not have such programs. The discussion presented above applies to training programs for teachers and administrators at all levels in all areas.

5. DEVELOPMENT OF JOB PLACEMENT CAPABILITIES WITHIN THE PUBLIC SCHOOL SYSTEM

Sub-goal 5 relates directly to HB 3896 and indirectly to HB 3892, 3893, 3895, 3897 and 3898. HB 3896 has as a priority development of information systems and job placement services for vocational education graduates. While the the maintenance of a job placement system is probably the responsibility of the schools, it is up to the colleges of education to provide the leadership and support necessary for the development and implementation of such a system.

The remaining bills listed above all contribute to producing a student who is job-ready; the final link in the chain is the availability of a service to place him appropriately. It is a philosophical question as to where the responsibility of the public school system to a student ends; it is the belief of the High Priority Education Project that, if indeed school is a preparation for life, the responsibility should end when a student has either entered some type of post-secondary training or been successfully placed in a job. Evaluation of the latter necessarily entails follow-up activities; feedback from same can contribute valuable input to the educational system concerning its strengths and weaknesses.

6. INFORMING AND MOTIVATING OF
   A Administrators
   B Teachers
   C Parents
   D Community, and
   E Students
   concerning vocationally-oriented programs, through in-service work, internships and other methods.

There is no question that successful implementation of any piece of legislation requires some minimal level of acceptance on the part of all those affected by it, at the very least, and optimally requires that it be viewed as both necessary and desirable. This can only be accomplished through systematic efforts to inform the public and the school system concerning the necessity of change. There is little question that the key to the entire effort lies in the area of attitudes and that one of the major means to changing attitudes is information.

Sub-goal 6 is also seen as an effective way of reducing the stigma currently associated with vocational education. This stigma is primarily a result of lack of information concerning, among other things, the current labor market. When people become aware of the skills necessary for today's jobs and the benefits to be derived from these jobs, financial and non-financial, there will be a significant increase in the perceived respectability of vocational education.

In conculsion, there is hardly an area of concern which does not ultimately affect the colleges of education. That they are aware of their responsibilities and are willing to fulfill them is documented with the Summary of Current, Planned and Priority Activities presented beginning on page 24. This summary verifies that the colleges were moving in the right direction prior to the 1970 legislation and that this movement has significantly increased as a result of, and in response to, this legislation.

The purpose of the High Priority Education Project is to further stimulate, aid and support the colleges of education in their efforts through appropriate input, feedback, and funding mechanisms.

PROCEDURES

## PROCEDURES

### INTRODUCTION

Throughout the duration of the High Priority Education Project, considerable emphasis has been placed on the acquisition of relevant inputs. In general, inputs have been derived from three major sources: the High Priority Education Project Advisory Council, interviews with relevant personnel at the Department of Education and colleges of education, and literature on vocational education and vocational guidance.

1. The High Priority Education Project Advisory Council.

The members of the Advisory Council were selected so that the composition of the entire council would be representative of all relevant subpopulations. Council membership includes representatives of the Legislature, the Department of Education, the colleges of education, the public school system, labor, business and industry and citizens of Florida (see Appendix A for a list of members). At the first meeting of the Advisory Council, January 15, 1971, a Management Committee was selected, approved and assigned the task of implementing decisions of the Council between meetings (see Appendix A). The members of both the Advisory Council and the Management Committee (which held frequent meetings) were extremely cooperative and provided many insightful comments and suggestions to the High Priority Education Project, both during and between meetings.

In response to an apparent need for coordinated planning, concerning primarily the "occupational specialist," the High Priority Education Project also held a Meeting of Guidance Trainers, on March 9, 1971. Among those attending were representatives from: the counselor education programs at the state universities, the Department of Education, the Florida Legislature, the Florida Personnel and Guidance Association and the Florida Education Association (see Appendix B). Discussion was devoted primarily to three areas relating to curriculum revision: career counseling, differentiated staffing and the training and utilization of occupational specialists. In addition, a number of proposed activities related to guidance were presented to the group for reaction and comment. The recommendations of the group provided valuable input for those attending the meeting, the High Priority Education Project, and personnel planning projects in the colleges of education.

In addition to inputs received through meetings held by the High Priority Education Project, additional feedback was obtained on progress reports given to other groups such as the Education Dean's Meeting held February 22, 1971.*

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*Copies of all reports are available upon request.

2. Interviews with Personnel at the Department of Education and the Colleges of Education.

There is scarcely an aspect of the High Priority Education Project which has not in some way been influenced by the information gained in these interviews (see Appendix C for a list of interviewees). Knowledge was gained concerning vocationally-related activities in the colleges of education as well as elsewhere in the State of Florida and around the nation. Interviewees also contributed many comments concerning proposals for projects related to vocational education and guidance, including suggestions for submission guidelines, selection criteria and priorities. Also, the Department of Education was very helpful in supplying information with respect to the evaluation and approval of new programs. Interviewees in all quarters contributed suggestions for further sources of information.

3. Literature Related to Vocational Education and Vocational Guidance.

Many books, articles, reports and pamphlets have been secured, read, and abstracted since the Project began (see REFERENCES at the conclusion of this report). These documents have been a source of inputs with respect to 1970 legislative activities in the state and elsewhere, and current philosophy concerning vocational education and vocational guidance.

The activities of the High Priority Education Project are presented in five phases; when applicable, these are discussed in terms of objectives, procedures and outcomes. These phases were not independent; for any two adjacent phases, the activities of one were begun much before the activities of the other were completed.

PHASE I - DATA COLLECTION

## PHASE I - DATA COLLECTION

### Objectives

1. To develop instruments for collecting data on activities--current, planned and needed--in the colleges of education related to vocational education and vocational guidance.

2. To compile an inventory of current, planned and needed activities in the colleges of education related to vocational education and vocational guidance.

3. To survey additional institutions in Florida and across the nation concerning activities related to vocational education and vocational guidance.

### Procedures

Objective 1 - Two instruments were developed for data collection, a Current Activities Inventory form and a Project Description form. The Current Activities Inventory form was based on the goals of the High Priority Education Project and was used as an enumeration sheet (see page 18). For each line entry on the inventory form, the number of current and planned activities was indicated; column 3, NEEDED, was used for priority ratings (to be discussed in the next section). The Project Description form was developed to obtain more detailed information on all activities indicated on the inventory form (see page 19). The line entry "Project Code" refers to the inventory classifications; for example a code of I-A-2 would indicate that a NEW COURSE, PROGRAM OR ACTIVITY for ELEMENTARY TEACHERS, PLANNED in one of the colleges of education, was to be described. As a result of initial interviews, the instruments were revised, primarily to include more line entries. All persons interviewed prior to revision were re-contacted and the additional information obtained.

Objective 2 - The deans of the colleges of education in the nine state universities were contacted and informed concerning the purposes and activities of the High Priority Education Project. Each dean was sent a list of potential interviewees and requested to augment that list at his discretion. Interview dates were negotiated and on-campus interviewing occurred between November 9, 1970 and January 19, 1971.

Generally the site visit began with a group meeting and discussion followed by individual appointments pre-scheduled by the dean. At the beginning of each interview a Current Activities Inventory was completed; then, for each item indicated on the inventory, a Project Description form was completed. If more than one person in a college indicated the same activity, it was credited on only one inventory form but a separate project description form was completed for each person. The duplicate description forms were later consolidated into one form.

NAME _____ TITLE _____

INSTITUTION _____ DEPARTMENT _____

*CURRENT ACTIVITIES INVENTORY

| PROJECT GOALS | 1 CURRENT | 2 PLANNED | 3 NEEDED |
|---|---|---|---|
| I. Develop New Courses or Programs | | | |
| G. Additional | | | |
| A. Elementary Teachers | | | |
| B. Secondary Teachers | | | |
| C. Counselors | | | |
| D. Occupational Specialists | | | |
| E. Industrial Arts Teachers | | | |
| F. Introductory Vocational | | | |
| II. Course Modification | | | |
| III. Fusion of Academic and Vocational Curricula | | | |
| IV. Development of New Concept of Role and Function of Counselors | | | |
| V. Develop Job Placement Capabilities Within the Public School System | | | |
| VI. Inform and Motivate** | | | |
| A. Administrators | | | |
| B. Teachers | | | |
| C. Parents | | | |
| D. Community | | | |
| E. Students | | | |
| F. All | | | |

*Projects designed to improve attitudes, knowledge and competencies with respect to vocational education
**Concerning Vocationally Oriented Programs

NAME _____ TITLE _____

INSTITUTION _____ DEPARTMENT _____

PROJECT DESCRIPTION

Project Code _____

Project Objective(s)

1. _____

2. _____

3. _____

Strategies for Achieving Objective(s): Specific Events

1. _____

2. _____

3. _____

Evaluation Plan: Specific Events

1. _____

2. _____

3. _____

Source(s) of Funding

1. _____

2. _____

3. _____

Amount of Funds: 1. _____ 2. _____ 3. _____

Duration of Funding: From _____ to _____

Additional Funds Needed? Yes _____ No _____

If Yes:

What Amount? _____

Why? _____

Column 3 - NEEDED - of the inventory form was used to assess priority areas. Interviewees were asked to select the goal from the left-hand column which in their opinion was most in need of attention; their first choice was assigned a "1". They each also selected a second choice "2" and a third choice "3". For each priority area selected, the interviewee was asked for specific suggestions as to the nature of needed activities; for each specific suggestion, a Project Description form was at least partially completed.

Objective 3 - Lists of names, titles, and addresses of persons to be contacted were compiled from various sources (see Appendix D-1). Letters of explanation were sent accompanied by a Current Activities Inventory form; the letters requested information and/or materials available on activities related to the goals stated on the form (see Appendix D-2). The following categories of people were contacted:

1) Deans (23) of the education departments of the junior colleges in Florida;
2) Deans (24) of the colleges of education of institutions in Florida but not in the State University System;
3) Directors of vocational education and vocational guidance (49) in the state departments of education
4) Directors and coordinators of industrial arts (76) in the state departments of education
5) Superintendents (58) of the largest school systems in the United States;
6) Deans (51) of major universities in the United States;
7) Project directors (24) of innovative projects - described in Lorraine Hansen's Career Guidance Practices in School and Community;
8) Innovative programs (30) described in Innovative Programs in Industrial Arts; and
9) Commercial producers (27) of instructional materials.

Follow-up letters were sent to non-responders and to responders when additional information was desired.

## Outcomes

Objective 1 - Development and revision of interview instruments (see discussion under Procedures).

Objective 2 - The data collected from the colleges of education were compiled and synthesized and are here presented in two forms. The final summary totals, compiled from the Current Activities Inventory forms are presented on page 21; these figures are based on activities in the seven operating state universities. For example, for I-C-1 the 11 figure indicates that there are currently 11 courses, programs or activities for counselors in the colleges with respect to vocational education and vocational guidance. The figures under column 3 indicate the number of interviewees who assigned a priority to the corresponding goal. For example, in column 3, the 17,

HIGH PRIORITY EDUCATION PROJECT
FINAL SUMMARY
TOTAL

NAME _____ TITLE _____

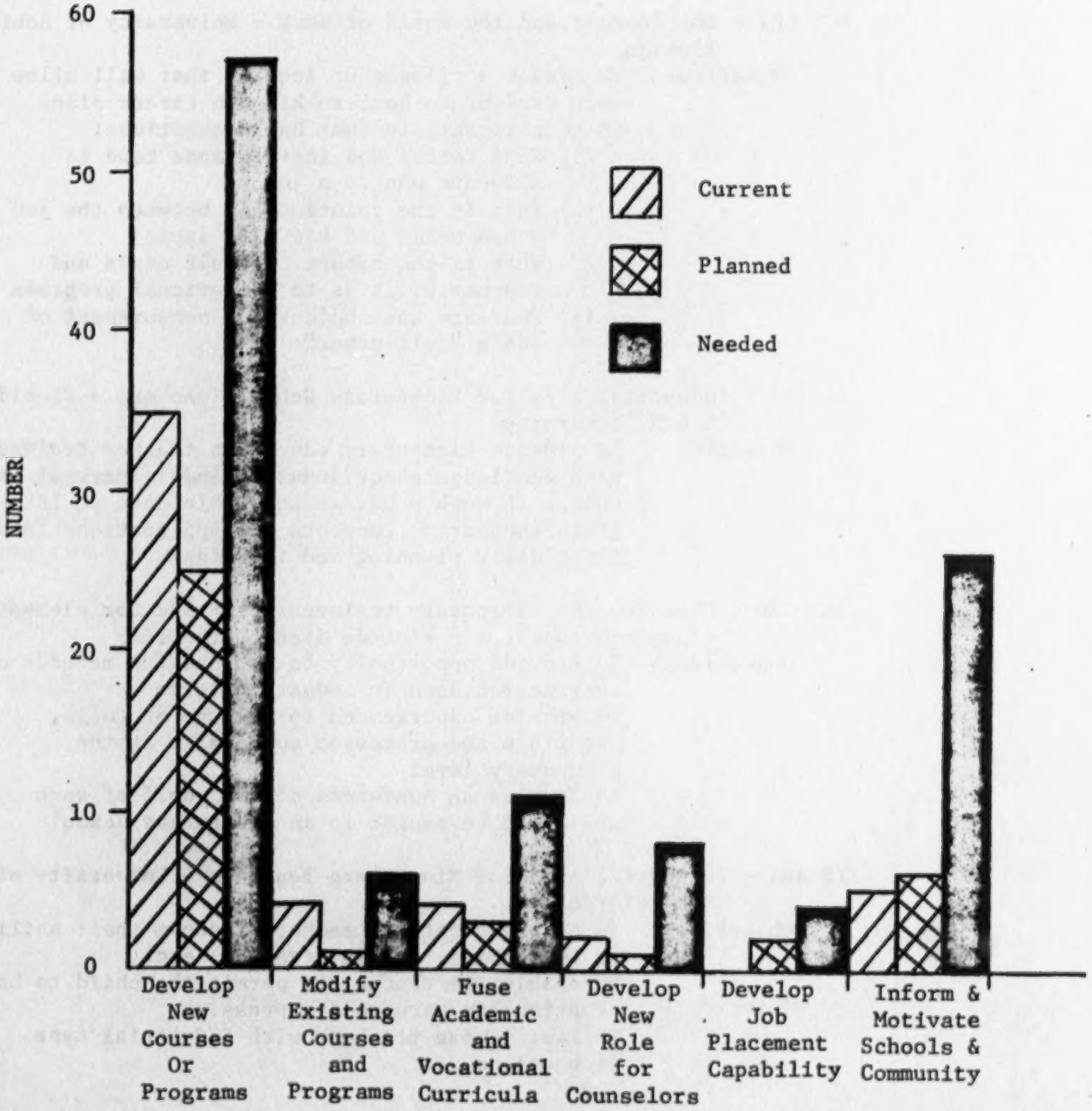
INSTITUTION _____ DEPARTMENT _____

*CURRENT ACTIVITIES INVENTORY

| PROJECT GOALS | 1 CURRENT | 2 PLANNED | 3 NEEDED |
|---|---|---|---|
| I. Develop New Courses or Programs | 7 | 5 | 3(2-0-1) |
| G. Additional A. Elementary Teachers | 7 | 3 | 17(10-5-2) |
| B. Secondary Teachers | 2 | 1 | 10(2-4-4) |
| C. Counselors | 11 | 8 | 12(4-4-4) |
| D. Occupational Specialists | 1 | 3 | 7(1-2-4) |
| E. Industrial Arts Teachers | 1 | 3 | 3(0-3-0) |
| F. Introductory Vocational | 6 | 2 | 5(1-3-1) |
| II. Course Modification | 4 | 1 | 6(1-3-2) |
| III. Fusion of Academic and Vocational Curricula | 4 | 3 | 11(2-2-7) |
| IV. Development of New Concept of Role and Function of Counselors | 2 | 1 | 8(2-2-4) |
| V. Develop Job Placement Capabilities Within the Public School System | 0 | 2 | 4(2-1-1) |
| VI. Inform and Motivate** | | | |
| A. Administrators | 2 | 2 | 5(4-0-1) |
| B. Teachers | 0 | 2 | 4(0-3-1) |
| C. Parents | 0 | 0 | 4(1-1-2) |
| D. Community | 0 | 0 | 1(0-1-0) |
| E. Students | 0 | 1 | 2(2-0-0) |
| F. All | 3 | 1 | 10(7-2-1) |

*Projects designed to improve attitudes, knowledge and competencies with respect to vocational education
**Concerning Vocationally Oriented Programs

ANALYSIS OF FINAL SUMMARY DATA




GOALS OF THE HIGH PRIORITY EDUCATION PROJECT

SUMMARY OF CURRENT, PLANNED AND PRIORITY ACTIVITIES

I DEVELOP NEW COURSES OR PROGRAMS

A ELEMENTARY TEACHERS

1 EDV 407 - The Teacher and the World of Work - University of South Florida

Objectives: TO create a climate of inquiry that will allow each student to analyze his own career plans in relationship to four basic questions:
(1) What forces and institutions tend to allocate man to a job
(2) What is the relationship between the job a man holds and his life style
(3) What is the nature of adult needs and responsibilities to educational programs
(4) What are the indices for measurement of one's "full power"

IA 455 - Industrial Arts for Elementary School Teachers - Florida A & M University

Objective: TO provide elementary education teacher trainees with knowledge about industry and industrial processes in such a way as to enable them to integrate industrial concepts and applications into their daily planning and teaching

IAS 320 - Elective for elementary trainees/inservice for elementary classroom teachers - Florida State University

Objectives: TO provide opportunity to explore the methods of instruction used in industrial arts
TO provide experiences in the use of tools, materials and processes applicable at the elementary level
TO develop an awareness of the world of work as it can be taught in an elementary school

IE 464 - Industrial Arts for Elementary Teachers - University of West Florida

Objectives: TO help elementary teachers improve their ability to teach basic skills, reading, etc.
TO enable the teacher to permit the child to be creative and have self-expression
TO familiarize teachers with industrial type occupations

**A Planning Study for a Computer-Managed Instruction Approach to Teacher Training in Vocational Guidance - Florida State University

Objectives: TO develop a new training model utilizing CMI to provide for a team approach to vocational guidance
TO design and specify CMI training modules and manuals
TO specify plan for implementation, evaluation, and dissemination of the CMI vocational training model

Project LOOM (Learner Oriented Occupational Materials)--Industrial Arts Elementary Curriculum Project - Florida State University

Objectives: TO develop occupational instructional materials for elementary students
TO develop in elementary teachers an awareness of the world of work

Social Studies Area of Elementary Block-Involvement in Community Aspect - University of South Florida

Objectives: TO increase the awareness of preservice teachers concerning the world of work
TO build in economic knowledge and skills
TO relate curricula areas to world of work

2 Continuous Laboratory Experience Program for Elementary Teacher Trainees - University of South Florida

Objectives: TO develop (through immersion) an understanding of another culture, e.g. Latin America, in order to better understand their own
TO have trainees work with foreign artisans in order to: (a) form an appreciation for his skills, and (b) form a sensitivity for his role in society
TO create awareness of cultural differences

Summer Workshop for Inservice Elementary Teachers - University of South Florida

Objectives: TO change concept of world of work
TO increase awareness of new aspects of world of work
TO develop awareness of relevance of economics to world of work
TO increase confidence in knowledge of economics

**World of Work Practical Arts for Grades 4, 5 and 6 - University of South Florida

Objectives: TO assist teachers in developing concepts through manipulation of tools, materials and knowledge of technology
TO develop better understanding and appreciation of craftsmenship through the use of tools

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**Funded by High Priority Education Project

P1* Changing Attitudes Toward World of Work - University of South Florida

Course for Teacher Trainees - Florida State University
Objective: TO give teacher trainees vocational information, including opportunities, etc.

Inservice and Summer Training for Elementary Teachers (In Counties) - Florida State University
Objective: TO acquaint elementary teachers with current materials and methods pertaining to the world of work

Integration of Vocational Information Into Existing Preservice Curriculum - University of Florida
Objectives: TO change attitude toward vocational education in general and specific occupations
TO enable teachers to expose students to a wide spectrum of careers

P2 Course for Elementary Teachers - University of Florida
Objectives: TO give information concerning vocational education
TO become familiar with intent and objectives of vocational education
TO produce teachers who will support the vocational program

Functional Reading (Course) - Florida State University
Objectives: TO give teacher trainees ability to develop facility of oral language in children
TO give trainees ability to develop a positive self concept in children

Incorporation of Vocational Information Into Methods Courses and Inservice Training - University of Florida

P3 New Course for Elementary Teacher Trainees - Florida Atlantic University
Objective: TO train how to expose children to world of work

B SECONDARY TEACHERS

1 **A Planning Study for a Computer-Managed Instruction Approach to Teacher Training in Vocational Guidance - Florida State University
Objectives: TO develop a new training model utilizing CMI to provide for a team approach to vocational guidance
TO design and specify CMI training modules and manuals

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*P refers to its reported priority level
**Funded by High Priority Education Project

TO specify plan for implementation, evaluation, and dissemination of the CMI vocational training model

VE 509 - Selection and Guidance of Vocational Students - Florida State University

Objectives: TO teach prospective teachers how to interpret and follow-up on measures of aptitude and interest (general and specific)
TO teach prospective teachers how to disseminate occupational information
TO teach prospective teachers how to select students for placement in occupational training courses
TO teach prospective teachers concerning placement and follow-up of vocationally trained students

2 Inservice Workshop for Training Vocational Teachers to Teach Disadvantaged Youth - Florida A & M University

Objectives: TO develop competencies among vocational teachers to teach occupational skills to disadvantaged youth
TO develop attitudes favorable toward teaching disadvantaged youth
TO introduce occupational education for disadvantaged into the pre-service program of secondary teachers (first vocational teachers, then ALL teachers)

P1 Course for Secondary Teachers - University of Florida

Objectives: TO give information concerning vocational education
TO become familiar with intent and objectives of vocational education
TO produce teachers who will support the vocational program

P2 NONE

P3 Incorporation of Vocational Information Into Methods Courses and Inservice Training - University of Florida

Course-Orientation to Vocational Education - Florida State University

Objectives: TO make meaningful to all teachers in education the objectives of vocational education
TO inform concerning selection and guidance of students in vocational education

C COUNSELORS

1 Conference on Vocational Guidance - University of South Florida
Objectives: TO improve relationships between vocational and guidance personnel and the services and programs they provide for young people
TO deal with potentials and problems related to the new proposed occupational specialist for the counties in Florida

COU 509 - Information Services: Educational, Occupational, and Personal-Social - Florida State University
Objectives: TO develop guidance and counseling skills
TO assimilate and integrate occupation information
TO develop innovative dissemination methods

Course 502 - Vocational Psychology - University of West Florida
Objectives: TO describe the gamut of possible occupations
TO inform concerning dynamics of work motivation

Development of a Values Inventory - University of South Florida
Objectives: TO develop better ways (set of instruments) for assessing values (as distinct from interest-personality measures)
TO have an instrument with predictive and concurrent validity for vocational decision-making and related choices

EDC 611 - Vocational Development - University of Florida
Objectives: TO acquaint counselors with the technology of occupational information
TO make counselors sophisticated about how people develop vocationally

EDG 603 - Information Service in Guidance - University of South Florida
Objectives: TO help prospective counselors become better informed in the information services
TO help prospective counselors become better able to provide such services
TO develop a positive attitude toward guidance

EDG 629 - Comparative Guidance - University of South Florida
Objectives: TO clarify the guidance philosophy of the American counselor
TO understand the guidance philosophy of a large segment of the world's population (that cannot be ignored)

EDG 683 - Occupational and Educational Information - Florida Atlantic University
Objectives: TO study and identify the different kinds of occupational and educational information that counselors and clients need

TO learn where to obtain occupational and educational information and how to use it in vocational counseling
TO describe appropriate methods for classifying and filing occupational and educational information
TO identify the basic theories of vocational choice and development
TO identify principles and methods of teaching occupations
TO interpret and use test scores in making vocational and educational choices
TO utilize occupational and educational information in elementary schools

EDV 441 - Selection and Guidance of Vocational Students - University of West Florida
Objectives: TO inform counselors and teachers on how to select students best suited for vocational education
TO have counselors and teachers know how to guide these students and cope with their special problems

GUID 503 - The Information Services - Florida A & M University
Objectives: TO develop awareness of the knowledge and skills necessary in order to develop and administer an effective information service in the school
TO familiarize with theories of career choice
TO familiarize with means of mediating information

VE 509 - Selection and Guidance of Vocational Students - Florida State University
Objectives: TO teach how to interpret and follow-up general and specific measures of aptitude and interest
TO teach how to disseminate occupational information
TO teach how to select students for placement in occupational training courses
TO teach concerning placement and follow-up of vocationally-trained students

2 Booklet for Counselors on Applications of Research - University of Florida
Objective: TO increase the interest and skills of counselors in helping people choose careers

Course - Career Development - University of South Florida
Objectives: TO understand theoretical rationale for career development
TO understand patterns of career development

Inservice Vocational Guidance Institutes (N=40) - University of Florida

Objectives: TO give school counselors field experience and information about jobs through employer visitations
TO give counselors experience in vocational guidance interviewing
TO acquaint counselors with sources of information
TO increase awareness of training opportunities in vocational-technical education

Inservice Workshop for Counselors - University of West Florida

Objectives: TO familiarize counselors with the possibilities in the world of work
TO familiarize with techniques and methods of disseminating world of work information (K-12), e.g. films, speakers from the field
TO familiarize with tests in the area

Reproduction of Output from Information Service Course (EDG 603) - University of South Florida

Objective: TO disseminate potentially useful reports on occupational possibilities, etc., to students and relevant school personnel

Slide-Sound Set - Preservice and Inservice Counselors (Vocational Guidance in a Group Setting) - University of South Florida

Objectives: TO produce a slide-sound set of vocational counseling in a group setting to be used with preservice and inservice counselors
TO assist counselors in assisting students in making vocational choices

Study of Career Patterns of Adolescent Disadvantaged to Produce a Model - University of Florida

Objective: TO develop a model for counseling disadvantaged to disseminate to preservice and inservice counselors

View of Vocational Guidance at the International Level - London, England - Preservice and Inservice - University of South Florida

Objectives: TO develop a better understanding of vocational guidance
TO increase counselors' perspective of guidance at international level
TO introduce new procedures and techniques
TO bring back audio-visual materials

P1 Statewide Occupational Workshop - Florida Atlantic University

Objective: TO update college counselors as to new programs in the state, e.g. data processing approach

P2 Course - Vocational Education for Counselors - Florida State University
Objectives: TO inform concerning available interest and aptitude tests
TO inform concerning occupations and to give practical experience

Feasibility Study for Counselors at Undergraduate Level - University of South Florida
Objectives: TO decrease preparation time for counselors
TO decrease preparation costs
TO increase availability of counselors to students

P3 Course in Vocational Counseling - University of Florida
Objective: TO prepare counselors (K-12) in the area of vocational opportunities and job preparation

D OCCUPATIONAL SPECIALISTS

1 See I-C-1 (VE 509)-page 29

2 Coordination With County In Developing Program for Occupational Specialists - University of Florida

An Innovative Model to Train Supervisors and Occupational Learning Specialists (Summer, 1971) - Florida A & M University
Objectives: TO develop an innovative model program which would: a) train supervisors of occupational specialists, b) train occupational specialists
TO demonstrate the operational and unique duties of occupational specialists which are complementary to other pupil-personnel workers
TO demonstrate the effectiveness of utilizing differentiated staffing and team approaches in pupil-personnel services

New Program for Occupational Specialists (Summer, 1971) - Florida State University
Objectives: TO prepare occupational specialists who can function under the direction of a trained counselor in public school settings
TO give them a broader exposure to the world of work
TO prepare them so that they can reach more students in an effective way with vocational-occupational information

P1 NONE

P2 Additional Training for Some Counselors to be Trainers of Occupational Specialists - Florida Atlantic University
Objective: TO prepare people to train occupational specialists

P3 Training for Occupational Specialists - Florida A & M University
Objective: TO have occupational specialists be resource persons for counselor and school

E INDUSTRIAL ARTS TEACHERS

1 Identifying Implications of Research for Industrial Arts Teachers - Florida State University
Objectives: TO study research completed of interest to vocational teachers
TO synthesize research into meaningful, useful guidelines
TO report findings and disseminate to vocational teachers

2 Course - (Vocational Education Division) - Florida State University
Objective: TO provide supervised work experience for current teachers in order to update their knowledge and capabilities

Training Program to Improve Vocational Educators Effectiveness In Working With Disadvantaged Youth (1/71-6/71) - Florida A & M University
Objectives: TO increase vocational educators' understanding of the needs and nature of various disadvantaged populations
TO increase vocational educators' awareness of various school and community resources which can assist disadvantaged persons
TO increase vocational educators' ability to evaluate the personal, social, academic, and vocational development of disadvantaged persons
TO assist vocational educators in evaluating the effectiveness of their efforts in serving the disadvantaged

Workshops - Inservice Training for Industrial Arts Teachers (Summer, 1971) - Florida State University
Objective: TO acquaint teachers with curriculum materials and processes needed to initiate and implement IACP (Industrial Arts Curriculum Project) in the areas of construction and manufacturing in secondary classrooms

P1 NONE

P2 Inservice Training for Industrial Arts Teachers (All Levels) - Florida Technological University
Objectives: TO enable them to teach about the world of work at the junior high level
TO enable them to develop the high school students' knowledge about vocational opportunities and techniques in securing positions

P2 Inservice Training for Industrial Arts Teachers (Secondary) - Florida State University

Objective: TO provide inservice industrial arts teachers with opprotunities to learn how to initiate programs in the innovative curriculum programs in Industrial Arts - American Industry and Industrial Arts Curriculum Project

P3 NONE

F INTRODUCTORY VOCATIONAL

1 Conference on Vocational Guidance - University of South Florida

Objectives: TO improve relationships between vocational and guidance personnel and the services and programs they provide for young people
TO deal with potentials and problems related to the new proposed occupational specialist for the counties in Florida

EDBE 405 - Principles of Business Vocational Education - Florida Technological University

Objectives: TO understand the historical development of vocational education
TO understand the historical development of vocational business education
TO become acquainted with programs in office education receiving federal support
TO identify the pros and cons of various programs offered in public schools in vocational business education
TO develop a basic philosophy of vocational education
TO acquire an understanding of the role of the community in vocational education
TO acquire an understanding of the function and importance of an advisory committee in vocational education
TO understand the role of the teacher, coordinator, and director of vocational education programs
TO become acquainted with congressional action as it has affected vocational education

EDV 302 - Principles of Vocational Education - University of Florida

Objectives: TO prepare students to develop a philosophy and objectives of vocational education based upon our society and needs of people
TO inform on how vocational education fits into total program

EDV 325 - Introduction to Vocational Education - University of West Florida

Objectives: TO learn basic principles of vocational education
TO inform concerning importance of education for work in our society

VE 406 - Principles of Vocational Education - Florida State University

Objectives: TO inform concerning laws regulating vocational education
TO inform concerning principles of administration at national, state, and local levels
TO inform concerning state objectives, programs and plans

VED 643 & 443 - Principles of Vocational Education - Florida Atlantic University

Objectives: TO perceive the role of vocational education in the total school program
TO determine the need for vocational education
TO assess the importance of vocational guidance

2 Supervised Field Experience for Vocational Personnel - University of South Florida

Objective: TO refine the college training and counseling competency of adult and vocational counselors/ teachers through practical experience

**Symposium on Vocational-Technical Education at Florida Technological University (end of 2/71 - 2 days) - Florida Technological University

Objectives: TO develop a skeleton program for vocational-technical education at FTU
TO determine the appropriate steps in the development of a preservice and inservice vocational education program

P1 Development of a New Program at Florida Technological University for Vocational Teachers - Florida Technological University

Objective: TO train preservice and inservice teachers in vocational and technical occupations

P2 NONE

P3 NONE

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**Funded by High Priority Education Project

G ADDITIONAL

**1 Cooperative Business Education Learning Activities Packages (LAPS) - Florida Atlantic University

Objectives: TO refine and duplicate existing LAPS
TO disseminate LAPS to all coordinators of cooperative business education programs in Florida

Field Experience for Seniors in Social Welfare and Correction (Work Experience at Rickards) - Florida A & M University

Objectives: TO provide exposure to the social system
TO provide for students the opportunity to:
a) observe first-hand the operation of varied helping services, agencies, and institutions, noting relationships to other such units in a system of social service, and
b) to assess the field of social welfare in relationship to self as a probable career to pursue both for study and employment

Field Experience for Seniors in Social Welfare - (Work Experience at Rickards) - Florida State University

Objectives: TO have students identify major agencies in the network of social welfare
TO have students develop an awareness of selected problems of people
TO have students develop problem solving skills
TO have students demonstrate the problem solving approach of the social welfare area

New Program for Preparation of Health Occupations Education Teachers - University of Florida

Objectives: TO meet the needs for health occupations education
TO establish a masters degree program
TO fill an existing and projected need for such people

VED 641 - Organization and Coordination of Cooperative Business Education Programs - Florida Atlantic University

Objective: TO learn to operate a cooperative business education program in a high school, i.e., will be able to be a coordinator

VED 642 - Related Study in Cooperative Business Education Programs - Florida Atlantic University

Objective: TO learn to select, order, and use appropriate materials and texts for the related study class (related study class relates classroom and work experiences in a cooperative business education program)

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**Funded by High Priority Education Project

Workshops (2) - Family Finance - Education for All Elementary and Secondary Teachers - University of Florida
Objectives: TO help participants, administrators, and counselors develop personal competencies in money management and consumer education
TO help participants develop techniques of instruction and curriculum plans to implement consumer education

2 Course for People In Special Education Concerning Vocational Education and Its Relation to Rehabilitation - University of Florida

Inservice Developmental Workshop - Development of a Middle School Curriculum (Distributive Education) - Florida Atlantic University

Post-Secondary Vocational-Technical Program (Vocational Education Division) - Florida State University
Objectives: TO update administrators and teachers
TO train administrators and teachers for administrative positions in vocational-technical centers, junior colleges, etc.

Vocational Person - Liaison with Counselor - University of Florida
Objective: TO develop a person on the vocational education staff who is:
a) broadly knowledgeable about vocational objectives and programs
b) familiar with guidance facilities in the school, and
c) working with students in job placement and course selection

Workshops for Agricultural Teachers and Supervisors - University of Florida

P1 Conference (for Counselors, Vocational Educators, General Educators, and Students) to reconsider Vocational Guidance - University of South Florida
Objectives: TO get agreements and differences in stated needs for improving vocational guidance and related choices (written statements and needs)
TO obtain suggestions for improving same

Programs for Middle and Secondary Teachers in Business Education - Florida Atlantic University

P2 NONE

P3 Program for Coordinators of Distributive Education - Florida Atlantic University

II COURSE MODIFICATION

1 Industrial Arts Department - Florida State University
Objectives: TO have courses in line with performance objectives
TO have fewer courses - blocks of objectives, e.g. 5 credit courses
TO comply with State Guide for Industrial Arts: 4 areas:
a) communication
b) power
c) manufacturing, and
d) construction

Modification of EDV 302 and 611 - Vocational Development - University of Florida
Objectives: TO give students knowledge of some vocational theory
TO give students selection of a theory to use as a frame of reference
TO give students ability to apply theory to career development work
TO give students knowledge of the structure of the work world
TO give students knowledge of sources of educational and occupational information
TO give students ability to guide students in processing information

Teacher Training Program (School of Technology) - Florida A & M University
Objectives: TO achieve a better balance (proportion) of professional and technical education
TO provide prospective teachers with additional technical competencies

Vocational Education Division - Florida State University
Objectives: TO delete obsolete courses (n=12)
TO revise courses completely (n=4)
TO modify courses somewhat (n=8)

2 Modification of GUID 503 - The Information Service - Florida A & M University
Objectives: TO keep course relevant with current technological social and demographic changes
TO provide counselors-trainees with needed new competencies and skills in the area of disadvantaged students

P1 NONE

P2 Modification of Total Curriculum for Counselors - Florida A & M University

Objectives: TO change the perception of the role of the counselor to that of an innovative and change agent focusing on the system as a client rather than individuals only
TO emphasize a team approach between the school and the community
TO recruit and train members of minority groups as pupil personnel specialists

P3 Changing Attitudes Toward World of Work - University of Florida

III FUSION OF ACADEMIC AND VOCATIONAL CURRICULA

1 Development and Evaluation of Consumer Education Teaching Materials For Disadvantaged Middle and High School Students - Florida State University

Objective: TO develop, test, and disseminate consumer education materials for teachers, students and underprivileged adults

Development of a Pre-Technical Curriculum For High School Students - University of Florida

Objective: TO plan and prepare a pre-technical curriculum designed to provide secondary students of average and above average abilities, who aspire to technical employment or post-secondary technical education, with the requisite skills, knowledge, and attributes which will enable them to respond successfully to current and anticipated demands of local, state and national job markets

FAIS - Fusion of Applied and Intellectual Skills - University of Florida

Objectives: TO provide child with knowledge and skills needed to form his own values relative to the world of work
TO provide child with an intellectual and experiential base for making effective decisions in a changing world
TO provide child with a perception of himself as a force in modifying the direction of technological change
TO provide child with the resources for determining a meaningful role for himself in the world of work

MOLD - Making of Life Decisions - A Career Simulation for Grades 8 and 9 - University of Florida

Objectives: TO learn process of decision making

TO increase awareness of self-academic abilities and limitations, occupational interest, social interests
TO increase awareness of educational and occupational information
TO facilitate rational curriculum choices at the high school level

2 Development of an Exploratory Model for Continuous of Sequential Vocational Development - University of South Florida
Objectives: TO revitalize curriculum
TO identify tools and techniques that can be implemented into a curriculum which will lead students to make more appropriate self-evaluation, effective vocational decision, and self-development

Development of Instructional Materials For Use in Present Curriculum - Beginning With Elementary - University of South Florida
Objective: TO develop materials for use by elementary teachers in presentation of vocational information in the regular school program (K-6)

Series of Programs (8) - Fusion of Vocational Division With Other Departments - Florida State University
Objective: TO fuse as many related professional areas as possible with vocational education in order to prepare better teachers, counselors, administrators, and supervisors

The proposed M.S.' in Vocational Education will feature the following areas:

1. Supervision and Administration
2. Distributive Education
3. Vocational Counseling and Guidance
4. Health Occupations
5. Office Occupations
6. Handicapped and disadvantaged
7. Technical Education and Educational Administration
8. Diversified Cooperative Vocational Education

P1 Development of Junior High Pre-Vocational Curriculum - Univerelty of South Florida

P2 NONE

P3 Florida A & M University
Objectives: TO increase awareness of a wider range of career opportunities
TO improve attitudes - increase receptivity to the vocational area
TO instill respect for dignity of vocational area

IV DEVELOPMENT OF NEW CONCEPT OF ROLE AND FUNCTION OF COUNSELORS

1 New Model for Counselor Training (9/71) - Florida State University
Objectives: TO develop a realistic counselor training program beginning at the junior level
TO develop more effective teaching and training methods for counselors
TO clarify the role of the counselor

Seminar in Counseling the Disadvantaged - University of Florida
Objectives: TO understand special problems and needs of the disadvantaged - all ages
TO explore new strategies for meeting the counseling needs of the disadvantaged
TO fuse theory and practice

**2 Development of a New Program For Counselor Education - Florida Technological University
Objectives: TO develop a prototype counselor education program containing the following identifiable components: a) vocational-technical survey variables and academic survey variables;
b) individualized analysis with correlations to vocational, technical and academic objectives
TO develop counseling and teaching strategies and appropriate media for disseminating vocational-technical and academic data relevant to the individual at elementary and secondary levels
TO develop a program for evaluation containing statistical analysis, feedback, and dissemination components which are deemed applicable and appropriate by authorities in the field of counselor education

P1 Investigation of Ways to Come Into Rational Contact With Students - University of Florida

P2 Florida A & M University
Objective: TO have role of counselor be one of a resource person for other school personnel

P3 NONE

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V DEVELOP JOB PLACEMENT CAPABILITIES WITHIN THE PUBLIC SCHOOL SYSTEM

1 NONE

2 Follow-up in 1971 of all 1966 Graduates from High School Distributive Education Programs - Florida Atlantic University
Objective: TO determine the value of distributive education to the graduates of the program 5 years after graduation

Job Placement of Students and Follow-Up-Course With State Department of Education - Florida State University
Objective: TO establish a course which prepares people with respect to job placement and follow-up of a) students in school (coop-summer) and b) graduates

P1 Vocational Coordinator with Counselor-Principle Placement Effort - Florida A & M University
Objectives: TO prepare student for jobs
TO place students in jobs
TO follow-up students and help them to adjust

P2 NONE

P3 Expansion of Existing Procedure with Coordinators - Florida A & M University
Objective: TO find students jobs in areas in which they have been trained

'I INFORM AND MOTIVATE (Concerning Vocationally Oriented Programs)

A ADMINISTRATORS

1 Evaluation of Exemplary Vocational Education Programs in Dade, Duval, Escambia, and Hillsborough Counties - University of West Florida
Objective: TO give students skills, information and desirable personal-social traits for inter-level employment

Seminar 519 - Services in Vocational Education (Administrators participate) - Florida State University
Objectives: TO inform concerning the services as designated by federal legislation
TO inform concerning new Florida Plan for Vocational Education

**2 Dissemination of Project Bridge - Orange County Public Schools - To Administrators in Florida Public Schools and Relevant State Department Personnel - University of South Florida
Objective: TO promote the quality of vocational guidance in elementary schools

Seminar for Administrators and Vocational Educators - Vocational Education for the Disadvantaged and Handicapped - Florida State University
Objectives: TO inform concerning characteristics of the disadvantaged and handicapped
TO inform concerning kinds of programs available for each type
TO inform concerning the State Plan for establishing Programs
TO enable to identify disadvantaged versus handicapped
TO have students establish priorities on types of disadvantaged and handicapped

P1 Course-Administrators - Legal Bases for Vocational-Technical Education - Florida State University
Objectives: TO inform concerning legal forms used in vocational-technical education field for establishing programs
TO inform concerning the process for getting a program approved, getting money, etc.

Workshops - Inservice Training for Administrators - Florida A & M University
Objectives: TO familiarize administrators with the changing role of the counselor
TO familiarize administrators with the need for increasing the relevance of educational programs to all segments of the student population
TO sensitize administrators to the kinds of services that must be performed and how counselors can perform them

P2 NONE

P3 Program of Public Relations - Florida State University
Objective: TO make administrators aware of the need for students to know about the world of work

B TEACHERS

1 NONE

2 See VI-A-2 (Seminar) above

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A Preservice Teacher Preparation Field Experience (12 months) - University of West Florida
Objective: TO give tradesmen teaching skills so they can perform in school for disadvantaged youth

P1 NONE

P2 Changing Attitudes Toward World of Work - University of Florida

P3 NONE

C PARENTS

1 NONE

2 NONE

P1 Florida A & M University
Objective: To provide parents with an awareness of the new world of work

P2 Communications Media - University of South Florida

P3 NONE

D COMMUNITY

1 NONE

1 NONE

P1 NONE

P2 NONE

P3 NONE

E STUDENTS

1 NONE

2 Pre-Technology Workshop for High School Students (Activities Oriented) - Florida A & M University
Objectives: TO upgrade oral/written communication skills
TO develop occupational awareness possibilities
TO upgrade scientific-mathematical skills

P1 Feasibility Study: Exploring and Improving the Quality of Student Life - University of South Florida
Objectives: TO increase the involvement of students in establishing goals and strategies within their school program
TO increase the sensitivity of adults in the school system regarding the place of students

Redesigning of the Entire Middle School Curriculum - Florida Atlantic University
Objective: TO meet the students' vocational needs and and interests more directly

P2 NONE

P3 NONE

F ALL

1 Occupations: A Study of Post-Secondary Occupational Education in Florida, 1970-71 - University of Florida
Objectives: TO compile information pertaining to the development of post-secondary occupational education programs in Florida
TO compile information pertaining to the implementation of post-secondary occupational education programs
TO compile information pertaining to the evaluation of post-secondary occupational education programs
TO suggest, on the basis of the data gathered in the above objectives, models for more effective and efficient development, implementation, and evaluation of post-secondary occupational education
TO suggest, on the basis of analyses of the data gathered in the above objectives, those data elements which should be collected systematically in order to maintain continuing, accurate, and complete information pertaining to post-secondary occupational education in Florida

Statewide Evaluation of Vocational Programs - (Services and Activities in Florida) - Florida State University
Objectives: TO evaluate the effectiveness of vocational education programs, services, and activities, carried out in the year under review, in meeting the program objectives set forth in the long range program plan and the annual program plan provided for in paragraphs 4 and 5 of section 123(a).
TO recommend changes in such programs, services and activities as may be warranted by the evaluation

The T-10 Project - Florida Atlantic's Demonstration and Research Center - Florida Atlantic University

Objectives: TO enhance training procedures of teachers of handicapped students
TO give handicapped and retarded children occupational training and on-the-job training

2 Project - Florida Agricultural Occupational Study - University of Florida

Objectives: TO determine feasibility of statewide study of agricultural occupations
TO determine occupational opportunities at different educational levels and where training would best be obtained
TO possibly develop project into a major manpower study in Florida

P1 Statewide Steering Committee and Advisory Committee - Florida A & M University

Objectives: TO inform
TO motivate

Summer Workshops for Counselors, Administrators and Teachers; Multimedia for Parents - University of West Florida

P2 Life Adjustment Information Dissemination Project (Career Motivation and Adjustment) - Florida A & M University

Objectives: TO sensitize school personnel, and community to needs of culturally deprived youth with respect to life adjustment
TO help students make effective reality testing in the development of a positive self concept
TO expose youth to local resources and to demonstrate how they can utilize them in achieving their goals

Public Relations for Administrators, Teachers, Parents, and the Community

Objectives: TO inform
TO motivate
TO persuade

P3 NONE

N.B. -- Partially Funded through High Priority Small Project Funds:

A Survey of Planned and Operational Innovations and Practices in Vocational Guidance in the Secondary Public Schools of the State of Florida - Florida State University

FLORIDA INTERNATIONAL UNIVERSITY

Planning and Organization Phase
Organization Plan - Based on Divisions
Central theme: ALL graduates will have a work experience

Major characteristics of both the School of Education and the University in regard to program policy and procedure with respect to vocational education and guidance:

1. The programs in the Division of Vocational-Technical Education will be performance-based, conceptualized and designed via a systems approach to program development.

2. Opportunities will exist for students and faculty to strengthen their educational experiences in directed and related on-campus and off-campus "real world" situations.

3. The School of Education will work closely with the public school systems in identifying and meeting their needs in regard to vocational-technical education, counseling, etc.

4. The University will assist all students in finding appropriate work experiences which will augment their academic program. In addition, the University will maintain an active career planning and placement office to assist students in locating appropriate employment.

Statement of Intent:

Having the opportunity to build a School of Education, literally from the ground up, we at Florida International recognize both the need and opportunity for meaningful changes in vocational education and vocational guidance. We have accepted the challenge of developing and implementing programs which will benefit not only our students and community but the entire State of Florida.

UNIVERSITY OF NORTH FLORIDA

Planning and Organization Phase
Organization Plan - Based on Departments
Central theme: Systems Approach for Planning, Development, Implementation and Evaluation

Currently engaged in preparing a proposal to bring together newly-appointed faculty in the spring and summer of 1972, immediately preceding the opening of the University for the purpose of:

1. Creating a systems approach for the preparation of teachers which includes planning, developing, implementing and evaluating.

2. Creating teacher education programs within each department which will prepare teachers to develop and use a systems approach in the classroom.

Objective 3 - A brief description of activities reported as of March 15, 1971, is presented beginning on page 48. This summary is by no means complete; at the time this summary was compiled some categories had only recently been contacted (see Appendix D-1). Secondly, the rate of response appears to be an increasing function of time, at least up to a certain point. Thirdly, the follow-up letters seem to be having the desired effect. These letters stated that at the completion of the survey, a final summary will be compiled and disseminated to all agencies and institutions who have contributed to it.*

Virtually all of the activities reported to date involve public school programs and curricula concerned with occupational education. Many of them involve corresponding in-service activities for participating personnel. The elementary level effort is primarily concerned with materials and curricula which present information on a wide range of occupations. Middle and junior high level efforts involve primarily curricula offerings related to technology and industry and approaches for improving decision-making capabilities. Activities at the secondary level are generally aimed at providing students with employability skills and related on-the-job experiences, usually through cooperative education programs. There are also efforts to provide at least an initial job placement service to the students. Total efforts (K - 12 or 14) generally reflect a fusion approach, with occupational and vocational offerings integrated into the entire curriculum.

The summary is presented by grade level and entries are listed alphabetically by state within each category.

*The final summary will also be made available to interested persons or agencies in the State of Florida.

## SUMMARY OF CURRENT ACTIVITIES ACROSS THE NATION

### ELEMENTARY PROGRAMS*

Occupational Information Materials Project (3-8)** - Atlanta, Georgia Public School System

Objectives: TO introduce children and youth to the world of work
TO adapt or prepare materials for TV, print, or discs that will assist a child in exploring occupations
TO formulate models for preparing and disseminating occupational information

"Design for Learning" Summer Workshop (K-6) - New Jersey Department of Education

Objectives: TO orient elementary classroom teachers to the utilization of materials, tools and processes of technology as alternative curricula experiences
TO develop guidelines for planning and carrying out tool-material activities with children in the K-6 classrooms
TO demonstrate the centrality of these tool-material experiences to other areas of the established elementary curriculum and to show how this unique position can be utilized to enhance learning in mathematics, science, social studies and Language Arts

Technology for Children Project (K-6) - New Jersey State Department of Education

Objectives: TO develop understandings of community, economics, and careers in K-6
TO provide an educational atmosphere where children accept work as a necessary and vital segment of the human endeavor
TO give children a look at the world of work through hands-on experiences, and to enhance learning in the normal disciplines by capitalizing on student interest

Introduction of Occupational Orientation in the Elementary School (K-8) - Syracuse, New York Public School System

Objectives: TO recognize occupational information and skill attainment as inseparable components of education
TO initiate guided occupational orientation and skill training from the fifth grade level

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*Several of the programs extend beyond the usual limits of the category into which they have been placed; however, they have been categorized according to their primary emphasis.

**Indicates grade levels.

Project PACE (Preparing, Aspiring, Career Exploration) (K-8) - Dayton, Ohio City School District

Objectives: TO establish elementary guidance programs in elementary schools with planned experiences for children in a vocational-occupational orientation
TO continue to assemble and develop additional vocational-occupational materials suitable for use in the elementary school program
TO explore and test vocational knowledge and information as it is related to vocational-occupational aspiration

MIDDLE AND JUNIOR HIGH PROGRAMS

Industrial Arts Curriculum Guide - Orange County, Florida (7-8-9) Board of Public Instruction

Objectives: TO introduce junior high school students to industrial technology
TO aid students in learning of their interests and capabilities in the technical and industrial fields
TO develop the ability to use tools, materials, and processes to solve technical problems involving the applications of science, mathematics, and inventiveness

Guidance and Curriculum Guide for Junior High School - Occupations Program (7-8-9) - Worchester, Massachusetts Public Schools

Objectives: TO effect educational and behavioral change of in-school youth in becoming socially acceptable and better fit for gainful employment
TO provide appropriate instructional materials to enable teaching of functional knowledge and skills
TO identify and upgrade students who may qualify for a trade school education
TO provide ego strength to all students by supportive counseling

Project ABLE (7-9) - Quincy, Massachusetts Public Schools

Objectives: TO demonstrate increased effectiveness of instruction whose content is derived from analysis of desired behavior after graduation
TO apply new concepts of educational technology to the design, conduct, and evaluation of vocational education
TO utilize comprehensive curricula that incorporates vocational competence, responsible citizenship, and individual self-fulfillment

Occupational Education in the Middle Grades (7-8-9) - North Carolina State Board of Education

Objectives: TO provide students with more opportunities and assistance for appraisal of their own abilities, potential, interests, desires, and needs
TO provide learning experiences which will assist students in identifying vocations available to them in the present communities (labor market area) and to explore occupational trends relative to a mobile labor force
TO provide educational experiences more relevant to the needs of students at this level of school and more closely identified with the world of work
TO identify the potential school dropout and to provide such individualized instruction and related services as are needed to retain such students in school until they are prepared to enter the labor market or to continue their education
TO assure adequate pre-service and in-service education of personnel responsible for the program.
TO assure the involvement of persons from 1) the business, industrial, and agriculture community; 2) parents; and 3) students in the development of the program

The World of Manufacturing Course (8-9) - Ohio State University; Industrial Arts Curriculum Project

Objectives: TO prepare students for enlightened citizenship and to provide educational-occupational guidance for the world of work
TO provide an introductory study of industrial technology

Introduction to Vocations (9) - New Jersey Department of Education, Division of Vocational Education

Objectives: TO alleviate the occupational awareness void in the educational program
TO provide realistic guidance through exploratory "hands-on" manipulative experiences
TO help students develop more realistic goals and self-concepts

Introduction to Vocations (9) - North Carolina State Department of Public Instruction

Objectives: TO relate students' experiences, aspirations, and abilities to occupations
TO relate our economic system to occupations and to students
TO explore diverse occupations

Guide for Teachers in a Course in Career Exploration (8-9-10) - Oklahoma State Department of Education

Objectives: TO teach the importance of knowing one's self--interests, present abilities, achievements, and aspirations
TO aid the student in learning to appraise those factors as they relate to him in his quest for a career
TO aid each student in discovering and developing his interests, skills, personality, and value system
TO provide learning experiences designed to show how various characteristics are related to job success
TO develop an understanding of one's self that will lead to responsible occupational decisions

SECONDARY PROGRAMS

"Richmond Plan" (10-12) - Richmond, California City Schools

Objectives: TO prepare a student according to his capacities for some form of post-high school technical education
TO enable the student to develop a real understanding of the relationship between disciplines

Manpower Information Data Analysis System (MIDAS) (10-12) - Santa Clara County, California Office of Education

Objectives: TO develop a comprehensive system for educational planning that encompasses the actual and projected manpower requirements of industry and the needs and skill potential of the local residents
TO provide the local public schools with industry's requirements

San Francisco State College Center for Technological Education (10-12) - San Francisco, California

Objectives: TO develop a program that includes immediately employable skills and scholastic preparation leading to the next educational level
TO create a learner-centered program in which the student becomes an essential factor in the team approach
TO train select teams of teachers, counselors, and administrators in interdisciplinary learner-centered education

Work Experience Education (10-12) - Whittier Union, California High School District

Objectives: TO relate on-the-job experience to general education

TO help the student discover his interests and aptitudes in various work experiences
TO supply employers screened trainees and a good source of full-time employees after graduation
TO raise the calibre of the local labor market

A Program for Disadvantaged and/or Handicapped Students (8-12) - Atlanta, Georgia City Schools

Objectives: TO serve effectively the need for vocational preparation for all disadvantaged and handicapped students in grades 8-12
TO prepare educational prescriptions for all such students who have failed to perform satisfactorily thus far
TO establish a production laboratory for "hands-on" experience
TO establish a full-time placement program

Training Prospective Supervisors of Occupational Education (10-12) - Fitchburg State College, Massachusetts

Objectives: TO thoroughly ground in the current theory concerning the place of occupational education in the comprehensive high school
TO acquaint student with the occupational education programs offered
TO be cognizant of the psychological, sociological, and philosophical basis for incorporating occupational education in schools
TO design model programs for preparing to develop leadership in occupational education

Special Project for the Implementation of Cooperative Education (10-12) - Omaha, Nebraska Public Schools, Department of Vocational and Adult Education

Objectives: TO involve an entire community in cooperative education programs
TO utilize businessmen as active resource personnel and to utilize local business and industry as training stations

Seminar on Occupational Education for Guidance Personnel (7-12) - New Hampshire Vocational Technical College, Berlin, New Hampshire

Objective: TO study the involvement of youth in occupational choice and the constructive ways in which those who offer advice and counsel may better assist in such choices

Comprehensive High School Plan (10-12) - New York City, New York Public School System

Objective: TO serve as a model of what a high school can be when the track and multiple diploma system is replaced by a commitment to provide maximum education for each student

Program for Disadvantaged Secondary Students (10-12) - Nassau County, New York Public School System

Objective: TO provide a summer program of orientation and retail work experience for juniors in high school

One Week Course: Counseling for Industrial, Trade, and Technical Occupations (9-12) - North Dakota State Department of Education

Objectives: TO develop a better understanding of opportunities for youth interested in industrial, trade and technical vocations
TO study the trends in employment, kinds of jobs available, qualifications of workers, preparation required, and earning potential in the field of Air Conditioning and Refrigeration, Automobile, Baking, Building Trades, Electrical and Electronics (Electro-Mechanical), Machine, and Graphic Arts
TO observe men and women at work in typical job settings in representative urban industrial plants or construction job sites

Summer Session on Vocational Guidance and World of Work (9-12) - North Dakota State University

Objectives: TO involve guidance counselor trainees with the business community with the purpose of enlarging their awareness of the World of Work
TO better acquaint counselor trainees with the vocational training opportunities, both state and private, that are available to high school graduates or dropouts
TO better acquaint counselors with the availability and use of occupational information

High School for the Educable Mentally Retarded (7-12) - Warren, Ohio City Schools

Objectives: TO provide academic and vocational preparation for 50-80 I.Q. level students
TO develop marketable talents in this group and to function in job placement and evaluation capacities

Project Succeed (9-12) - South Carolina State Department of Education
Objectives: TO develop and make available a relevant program of education for underachieving, non-college bound high school students with high dropout potential
TO provide vocational exploration for grades 9-10, and vocational specialization for grades 11-12
TO identify potential dropout and/or under-achiever, keep him in school and enable him to graduate
TO provide placement on a job or in post-high school education

Texas Industrial Arts Curriculum Study (10-12) - Texas Industrial Arts Association
Objectives: TO develop and evaluate a curriculum that reflects a changing contemporary industrialized society
TO help all students achieve vocational skills prerequisite to entry and advance in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training

TOTAL CURRICULUM EFFORTS

Career Development Centers (K-14) - Alaska Department of Education
Objectives: TO establish centers in each major school system and community college where career guidance information is available (e.g. occupational information systems, vocational counseling and diagnosis)
TO develop curriculum to be responsive to business and industrial needs

Career Education: A Developmental Process (K-12) - Atlanta, Georgia Public School System
Objectives: TO introduce children and youth to the world of work
TO assist youth in the preparation for and adjustment of full-time employment
TO develop psycho-motor coordination for career purposes

Maryland Career Development Project (K-Adult) - Maryland State Department of Education
Objectives: TO help individuals develop a positive self concept and a greater degree of self-understanding

TO help students learn about and understand the range of educational and career opportunities presently available and that are likely to be available in the future
TO help students develop and use the decision making process more effectively
TO help individuals make smoother transitions at key points during their career life, such as the transition from school to further training or to work

SUBPROJECT: Use of Resource Personnel in Elementary Schools
Objectives: TO work to help faculties of elementary schools become knowledgeable of the concept of career development
TO work with such faculties to develop appropriate plans and activities that enhance the self understanding of the students and help them become more familiar with the world of work

SUBPROJECT: Career Exploration Workshop
Objectives: TO assist school teams of industrial arts teacher, home economics teacher, and counselor develop effective ways of planning and implementing career exploration programs at junior high school level
TO involve increasing numbers of junior high school personnel in the career exploration process so that it becomes a total school responsibility

SUBPROJECT: Work Experience: Twenty-to-twenty
Objectives: TO provide on the job experience and pay in small businesses for imminent school dropouts
TO provide an oriented-to-need colleague/advocate, and a coordinator to work with students and employers on a continuing basis

SUBPROJECT: Computerized Information System
Objectives: TO provide information about careers and job listings
TO provide information about avilable resources for schools wishing to plan career development programs

SUBPROJECT: TV Programs
Objectives: TO expand the student's understanding and appreciation of himself and his work environment
TO encourage children to explore and aspire to a wider range of future roles

World of Work (K-12) - Michigan Department of Education
Objectives: TO provide every child in Michigan with an introduction to the World of Work
TO promote the unification of the elementary through early secondary educational programs around a career development theme
TO encourage all public educational agencies to assume responsibility for providing occupational education
TO encourage local educational agencies to provide occupational preparation programs that will guarantee that no student who enters high school will interrupt his education without a skill to enter employment
TO encourage the provision of in-service and pre-service teacher education needed to provide every student in the state with an introduction to the World of Work

Career Development Project (K-12) - New Jersey Department of Education
Objectives: TO develop sequential, educational experiences aimed at aiding the individual to attain self-fulfillment
TO identify and assess interests, abilities, and opportunities as they relate to making meaningful career decisions, through counseling and other services
TO explore and develop individual occupational potential through programs that assist in clarifying self-identity, developing good attitudes, expanding career knowledge and job skills leading to appropriate job placement and/or continuing education

Statewide Program in Developmental Vocational Guidance (K-12) & Occupational Prep for the Changing World of Work - North Dakota State Department of Education
Objectives: TO provide for broad occupational orientation at the elementary and secondary levels so as to increase student awareness of the range of options open to them in the world of work
TO provide for cooperative education in a variety of occupational areas
TO provide for specific training in job entry skills for students who have not had access to vocational education
TO provide intensive occupational guidance and counseling during the last year of school and assist in initial placement of all students in post-secondary training or in a job

A Guide for Developmental Vocational Guidance (K-12) - Oklahoma State Department of Education

Objectives: TO supplement vocational counseling with curricula experiences which provide interest and insights in the broad area of career development
TO promote attitude change through the classroom
TO integrate career and vocational concepts into normal activities

Comprehensive Occupational Orientation, Vocational Education Program (K-12) - Oklahoma State Department of Vocational Technical Education

Objectives: TO develop an exemplary total school approach to meeting vocational education needs for disadvantaged and other youth who have not previously received vocational training
TO provide elementary school vocational orientation, middle school orientation and exploration, 10th grade cluster skill training, 11-12 grade cooperative training for disadvantaged and intensive job training

Selected Educational Experiences Diagramed for Progress (K-Adult) - Pennsylvania Department of Public Instruction

Objectives: TO develop literacy in a technological civilization
TO develop an insight and understanding of industry and its place in our society
TO discover and develop student talent
TO develop problem-solving abilities related to a variety of tools, materials, processes, and products
TO develop skill in the safe use of tools and machines

Comprehensive Occupation Education Program Design (K-14) - Wyoming State Department of Education

Objectives: TO develop attitudes toward world of work through fusion into curriculum
TO provide an understanding of our economy and an opportunity to explore occupational clusters
TO provide a broad program leading toward a tentative choice of an occupational goal by age sixteen
TO develop cooperative education programs
TO encourage intensive job entry skill development

JUNIOR COLLEGE PROGRAMS

Workshop for County Counselors - Sante Fe Junior College, Florida

Objectives: TO present information about programs available through Santa Fe

TO present a broader perspective for vocational counseling
TO assist counselors in perceiving self as a facilitator
TO provide current occupational and educational information and acquaint participants with occupational resources
TO continue to improve communication between high school counselors and Sante Fe faculty

Vocational Exploration Program - Sante Fe Junior College, Florida
Objectives: TO involve students needing work-evaluation in an educational-vocational-diagnostic-prognostic program
TO provide needed educational counseling assistance to determine the student's functioning level, his adaptibility to change, and his ability to grow educationally
TO appraise the student's strengths and to provide opportunity to engage in appropriate vocational exploration and subsequent training and preparation

Vocational Rehabilitation Project - Sante Fe Junior College, Florida
Objectives: TO provide a group of vocational rehabilitation clients 12 weeks of experience on a college campus in order to evaluate their vocational aptitudes and interests
TO provide a positive, supportive, success-oriented atmosphere throughout all experience in order to increase each individual's feeling of self-worth
TO provide opportunity to improve basic educational and interpersonal skills

PHASE II - ASSISTANCE TO THE UNIVERSITIES

## PHASE II - ASSISTANCE TO THE UNIVERSITIES

Objectives

1. TO identify activities already underway, deemed to be most effective in realizing the goals of the High Priority Education Project, in need of assistance and/or support.

2. TO identify ideas developed sufficiently to profit from planning funds.

3. TO develop guidelines for submission of proposals related to 1 and 2 above.

4. TO evaluate and select projects for funding.

5. TO develop an agreement form for transferring funds to the universities.

6. TO give and receive feedback from funded projects.

7. TO identify funded projects with potential for further development.

Procedures

Objective 1 - During the period of interviewing at the colleges of education, careful note was made of projects already in operation which could genuinely profit from assistance and/or support. Such projects generally had been initiated and executed without previous funds, and were at a stage such that ultimate culmination required some financial support. It was determined that there was a surprising number of such efforts.

Objective 2 - Also during the period of interviewing, note was made of potentially fruitful ideas, for tentatively planned or needed activities, which had a low probability of being executed due to lack of funds for careful planning. Interviewees were encouraged to discuss in more detail those ideas which appeared to have potential payoff. Interviewees were also encouraged to formalize promising ideas, and suggestions for improvement were offered for their consideration.

Objective 3 - During the campus visits, the deans and assistant deans were asked for suggestions as to the kinds of items they felt should be required in proposals; they were also asked to state by what criteria they felt the proposals should be evaluated. Inputs from these interviews as well as inputs from the Advisory Council and the Florida State Plan for Vocational Education were utilized in developing the guidelines for proposal submission and the criteria for selection. The guidelines were submitted to, and approved by, the Advisory Committee of the High Priority Education Project.

The guidelines were made available to all persons previously interviewed at the colleges of education. Letters of explanation were sent which specified that proposals could be submitted requesting funds from $500 to $3000. The guidelines (see Appendix E) indicated that the proposals must include a cover page (1) and a form abstract (2). The body of the proposals was restricted to five pages in length and was required to include: a project description (3); a statement of the relationship between the project objectives and the goals of the High Priority Education Project (4); specific objectives (5); specific procedures (6); and specific evaluation procedures (7). It was also required that each proposal include a time by activity chart (8) and a budget (9). Samples of (1), (2), (4) and (8) were provided as guides.

Objective 4 - All received proposals were submitted to a three-stage evaluation procedure. Stage one involved analysis of each proposal to determine if all the provisions of the guidelines had been fulfilled. In the event of an omission, the proposal submitter was contacted for clarification or augmentation. Stage two involved an analysis of the content of each proposal with respect to both feasibility and potential for contributing to the realization of the goals of the High Priority Education Project. Stage three involved submission of the proposals to the Management Committee of the High Priority Education Project. Results of preliminary analyses were presented to the Committee followed by discussion on each proposal; selection of proposals was based on a vote of the Committee.

The Management Committee also contributed suggestions as to how the proposals selected for funding could possibly be modified to increase their probability of success. These suggestions were ultimately passed on to the project directors and incorporated into the projects. Recommendations were also made for projects not selected for funding; for example, if a proposal was not selected primarily because its objectives were not directly related to the goals of the High Priority Education Project, an alternate, more appropriate source of funding was suggested. These recommendations were also forwarded to proposal submitters.

Objective 5 - Project Directors of selected proposals were notified by letter and the terms for funding specified; each letter was accompanied by an agreement form. The agreement forms were developed so that the funding would be on a contractual rather than a grant basis (see page 63). The agreement specified that one-half of the amount awarded would be transferred to the University at the time of securement of all signatures required on the agreement. It was also specified that the difference between the initial funds released and the actual project cost (total not to exceed original amount awarded) would be released upon receipt of an approved final report. For example, if the total project budget were $3,000, $1,500 was to be released upon receipt of the signed agreement. If the final project cost exceeded $3,000, only an additional $1,500 would be released but if the final project cost were $2,800, only an additional $1,300 would be released. In other words, the total amount of funds released could be less than, but not greater than, the budget figure presented in the original proposal.

AGREEMENT

Agreement made the _____ day of _____ 197__, by and between

_____

a university in the State University System of Florida, hereinafter called the UNIVERSITY, and the Board of Regents, a public corporation of the State of Florida.

WITNESSETH

(1) The UNIVERSITY hereby agrees to execute the procedures stated in the proposal entitled

_____

_____

(2) The UNIVERSITY hereby agrees to the following funding procedures:

One-half the $_____(A) awarded, namely $_____(B), will be released to the UNIVERSITY upon securement of all required signatures on this agreement.

The difference (C), between (B) and the actual costs accrued (B + C not to exceed A), will be released upon receipt of
a) an approved project cost record (verifiable by UNIVERSITY records), and
b) an approved final report.

(3) The UNIVERSITY hereby agrees that all material produced as a result of (1) will remain the property of the public domain.

Payment to, and performance by, the UNIVERSITY is and shall be contingent upon and subject to the availability of moneys appropriated to such purposes.

UNIVERSITY

By _____ Attest _____
Project Director

By _____ Attest _____
Dean, College of Education

BOARD OF REGENTS

By _____ Attest _____
Financial Coordinator

The forms of agreement required the signature of the project director as well as the signature of the dean of the college of education. They also stipulated that all materials produced in the project were to remain the property of the public domain. This was included to facilitate dissemination and to insure the reproducibility of the project at other institutions.

Objective 6 - All projects funded were required to submit a progress report and/or a final report depending on the duration of the project. These reports contained, primarily, a description of what was accomplished in terms of the originally stated objectives. All final reports were required to be accompained by a project cost record (verifiable by university records). In addition to the formal report procedures, there were continuous lines of informal communication between the universities and the High Priority Education Project office. This constant interaction and feedback was beneficial both to the projects, in terms of producing quality output, and to the High Priority Education Project, in terms of being always informed as to the progress of the projects.

Objective 7 - An attempt was made to determine which of the funded projects held promise for further development. Those projects which represented a culmination phase (i.e. dissemination) were excluded from consideration. The remaining projects, those with planning objectives, were evaluated on three dimensions: (1) potential for reproducibility; (2) performance of the project to date; and (3) perceived commitment of the project director.

Potential for reproducibility referred to whether the resulting plan represented an effort which would contribute to the realization of the goals of the High Priority Education Project and ultimately serve as a reproducible prototype for other institutions. Performance of the project to date was judged primarily according to whether, and how well, the project achieved its stated objectives. Perceived commitment of the project director was, admittedly, a difficult variable to assess. However, such objective criteria as receptivity to suggestions and amount of director-initiated communication with the High Priority Education Project, were used to evaluate this dimension. Based on the above evaluations, it was determined that several of the resulting plans should definitely be given the support necessary for implementation.

## Outcomes

The outcomes of the procedures for objectives 1-7 can best be presented through a brief presentation of the projects which were funded. The projects are summarized in two categories: category one, dissemination projects, contains those projects which were culminating efforts; and category two, planning projects, contains those projects which were planning efforts.

### Dissemination Projects

I. A Survey and Study of Planned and Operational Innovations and Practices in Vocational Guidance In the Secondary Public Schools of Florida - Dr. Joyce M. Chick, Florida State University (1/1/71-5/15/71).

This project was supported in the belief that the resulting information would be benefically used in at least three major ways:

1) As input to counselor education and vocational education departments in the colleges of education to be considered in curriculum revisions, program modifications and program planning;
2) As a source of data and ideas for practicing counselors which might stimulate program improvement or development; and
3) As a means of bringing the importance of vocational guidance to the attention of teachers and administrators.

Project Objectives

TO survey and study current and planned innovations and practices related to vocational guidance in the secondary public schools of Florida, with particular attention to:

1) Current services provided to students in vocational guidance;
2) The focus of vocational guidance services, e.g. college bound, entry job applicants or disadvantaged;
3) Projects or innovations, designed to provide more effective vocational guidance, that are currently operational, under development, planned, or contemplated;
4) Projects or programs, current or planned, for special target groups such as the handicapped, retarded and disadvantaged;
5) Assessment of current utilization of commercial materials by public schools to provide and promote new approaches to vocational guidance (e.g. gaming techniques and filing systems);
6) Methods used to collect, share, retrieve and disseminate vocational guidance information;
7) Degree of integration of vocational guidance into the school curriculum;
8) Degree to which resources of business industry and community agencies are utilized in vocational guidance programs;
9) Degree to which counselors have had special training or work experiences to prepare them to offer effective vocational guidance services;
10) Assessment of how counselors will utilize "occupational specialists" if made available to them in their programs;
11) What follow-up studies are conducted to determine the value of their vocational guidance services to students.

Project Procedures

1. Development of a survey instrument and a letter of explanation.
2. Mailing of survey instrument, mark sense answer sheets (for major portion of survey instrument), and letter of explanation to guidance personnel in each of Florida's secondary schools.

3. On-site visitations to the 10 institutions or counties judged to have the most innovative and model programs in vocational guidance.
4. Description and photographic illustration of "exemplary models".

Project Data Analysis

1. Analysis of survey data by computer tabulation and analysis.
2. Analysis of project descriptions for similarities and distinctive characteristics related to dimensions such as cost of factors and funding services.
3. Presentation of data in narrative summary form, supplemented by graphs, tables and photographic illustrations.

Progress Report*

As of March 15, 1971, the following had been accomplished:

1. The survey instrument had been constructed and field tested in Leon County.
2. The survey instrument and an accompanying letter had been sent to all county guidance coordinators as well as all guidance personnel identified in the Public Education Directory for Secondary Schools and in plans submitted to the Department of Education on the utilization of occupational specialists.
3. Scheduling of, and arrangements for, on-site visitation had been completed.

II. Publication of Learning Activities Packages in Cooperative Business Education - Miss Ruth Brewer, Florida Atlantic University, (1/7/71-4/25/71).

Project Description

Revision, publication, and dissemination of individualized learning activities packages for related-studies classes to Cooperative Business Education Coordinators throughout the State of Florida.

Relation of Project to Goals of the
High Priority Education Project

Sub-goal 6; informing and motivating teachers and students concerning vocationally-oriented activities through dissemination of job-related information.

Sub-goal 5; provides information to students helpful in securing job placement.

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*All Dissemination Projects were required to submit a progress report by March 15, 1971.

Project Objectives

1. TO revise previously developed learning activities packages written for related study in Cooperative Business Education.
2. TO publish the revised learning activities packages.
3. TO disseminate learning activities to teacher-coordinators for student use in the related study classes in Cooperative Business Education programs in the state.

Project Procedures

1. Revision of previously developed learning activities packages utilizing recently acquired state guidelines.
2. Publication of learning activities packages.
3. Dissemination of materials to teacher-coordinators of Cooperative Business Education throughout the state.
4. Securement of feedback from coordinators concerning utilization and perceived effectiveness of disseminated materials.

Project Evaluation

Based on accomplishment of stated objectives and feedback from the consumers of the disseminated materials.

Progress Report

As of March 15, 1971, the following had been accomplished:

1. A complete list of Coordinators of Cooperative Business Education in Florida had been compiled.
2. Writing and revision of the learning activities packages were nearly completed.
3. Estimated bids for printing were being obtained.

III. A Critical Review of Project BRIDGE - Dr. Raymond Patouillet, University of South Florida, (2/15/71-2/15/72).

Project Description

Writing and dissemination of a critical review of Project BRIDGE, an elementary school vocational guidance program, by Dr. Patouillet, consultant to the project.

Relation of the Project to the Goals of the High Priority Education Project

Sub-goal 6-A; informing and motivating administrators concerning vocationally-oriented activities in order to: 1) hopefully motivate them to undertake steps toward the implementation of an elementary vocational guidance program, and 2) ultimately contribute to the further development of vocational guidance for children in the State of Florida.

Project Objectives

1. TO review critically Project BRIDGE.
2. TO prepare a descriptive and analytical review of Project BRIDGE.
3. TO inform the Department of Education, county superintendents and directors and/or supervisors of guidance through the dissemination of a review of an attempt by the Orange County School System to provide a fresh approach to a vocational guidance program for children.
4. TO motivate school administrators to respond favorably to the objectives of Project BRIDGE and to take practical steps toward the further development of vocational guidance for children in their schools.

Project Procedures

1. Critical observation of Project BRIDGE.
2. Meetings with the project director, counselors and principals of the twelve schools involved (2/71-6/71).
3. Writing of a descriptive and analytical review of Project BRIDGE (7/71-8/71).
4. Identifying target population for dissemination with the assistance of the Department of Education.
5. Dissemination of the review.

Project Evaluation

1. Enclosure of a post card with disseminated review booklet requesting recipient to check initial reactions to the review booklet and its objectives.
2. Sending letters of encouragement, and offering assistance, to those responding favorably.
3. Sending a follow-up questionnaire, January 15, 1972, requesting information on what steps have been taken toward implementing vocational guidance programs in each district.
4. Sending a further follow-up letter to non-responders.
5. Compilation of responses and preparation of final report.

Progress Report

As of March 15, 1971, the following had been accomplished:

1. The first of the six scheduled visits to Project BRIDGE had been completed; during this visit the following occurred:

    a) Conferences were held with the Supervisor of Guidance and the Director of Testing, Research and Special Projects of the Orange County Public Schools, in order to secure their reactions on the project to date and their recommendations for further activities;

b) Instruments developed for teachers to assess and record changes in child behavior were examined;
c) Instruments used to assess attitudinal changes with regard to occupational aspirations of children were examined;
d) Various forms developed to help elementary guidance counselors record their use of time were examined;
e) Weekly report summaries of counselors were examined (such reports typically include descriptions of career development projects); and
f) A meeting with the elementary counselors was held as a get-acquainted activity.

2. The first visit had been analyzed; it was concluded that:

a) Project BRIDGE encompasses a wide variety of creative guidance activities; and
b) The counselors involved in the project seem to have moved from a heavy emphasis on clerical chores to more career development activities with children.

3. Plans had been completed for the next visit; the following activities had been proposed:

a) TO visit four of the twelve counselors in their school settings and to spend at least one hour with each in an individual interview;
b) TO confer with the principals in their schools to secure their reactions to the effectiveness of Project BRIDGE;
c) TO meet counselors after school to share common concerns and make suggestions; and
d) TO meet with the central office staff to summarize the activities of the visit and to make further plans.

## Planning Projects

IV. A Planning Study for a Computer-Managed Instruction Approach to Teacher Training in Vocational Guidance - Dr. Duncan Hansen, Florida State University, (2/1/71-3/31/71).

Project Description

The Planning phase of a new vocational guidance curriculum utilizing computer-managed, individualized, self-study learning modules.

Relation of Project to the Goals of the High Priority Education Project

Sub-goal 1; development of a new individualized course of study for elementary and secondary teachers, administrators, counselors and occupational specialists.

Sub-goal 2; offers an effective method for the modification of existing courses.

Sub-goal 3; Facilitates the meaningful fusion of intellectual and vocational curricula.

Sub-goal 6; Provides for greater flexibility in terms of dissemination of information to existing public school teachers and administrators through individualized workshops and institutes.

Project Objectives

1. TO develop the conceptual representation of a new vocational education training model that includes the essential specification of the counselor's, classroom teacher's, and administrator's role and functions within a team approach for effecting the updated goals for career counseling.
2. TO develop a conceptual rationale that relates the CMI modular vocational training model with the currently stated needs of vocational education within the public schools in Florida.
3. TO design the specification of the CMI learning module that provides for three levels of process and vocational education knowledge.

    a) Basic concepts of vocational education to insure the competencies and attitudes appropriate for participation in the multi-professional counselor model.
    b) Multi-person simulations to insure the appropriate role, skills, and attitudes for the vocational education counseling and instructional process.
    c) Operational competencies that insure the skills associated with planning, administration, and leadership in affecting public school vocational education through counseling and instructional programs.

4. TO develop a conceptual plan relating the current teacher training content requirements and a placement strategy by which the CMI modules can be most appropriately fused into the intellectual content of these existing courses.
5. TO develop the specification of the CMI operational approach that includes at least the alternatives for the use of time-sharing terminals as well as computer batch processing techniques (the system's analytic report should insure flexibility for the different computer equipment found within the Florida University system).
6. TO develop the specification of faculty, teacher candidate, and counselor manuals for the appropriate operational use of the CMI vocational guidance training model.
7. TO develop the specification of the evaluational strategy and cost effectiveness design to insure maximum impact for the CMI vocational education model.

8. TO develop the specification of a dissemination strategy and implementation plan to insure appropriate diffusion through all teacher training institutions in the Florida University system.

Project Procedures

1. Problem identification of current and future vocational guidance teacher training needs.
2. Assessment of entry behaviors of target population for the program.
3. Task analysis of the conceptual content and associated simulation tasks.
4. Specification of the performance objectives of the CMI modules.
5. Utilization of systems analytic techniques involving cost output alternative analyses.
6. Utilization of program management and control techniques and convergence planning.

Project Evaluation

Primarily through evaluation of developed CMI modules by persons in the field and experts in the area.

Progress Report*

As of March 15, 1971, the following had been accomplished:

The specifications had been developed for 53 CMI individualized, self-study learning units; these units are categorized into three content areas: world of work, individual potential, and the synthesis of world of work and individual potential. The modules are further organized into basic concepts, required roles, attitudes and skills, and most importantly, effective delivery systems for their implementation with the public schools. The basic concepts identified to date are:

Level I - World of Work
The Structure and Trends of the Job Market
Job Families and Career Ladders
Job Stereotypes and Reward Systems in Career Patterns
Human Relations in Career Patterns and Potential; Positive Attitudes Toward Work
Vocational Careers Related to English Language Skills
Vocational Careers Related to Mathematics
Vocational Careers Related to Social Studies
Vocational Careers Related to Science
Vocational Careers Related to Physical Education and Health

*Planning Projects were not required to submit formal progress reports, but rather the resulting proposals (to be discussed in later sections). The proposals, however, indicated what activities had been accomplished to date.

Level II - Individual Potential
- Aptitude, Interest, Personality Measures, Subjective Information, Integrated Profile
- Career Selection and Life Style; Self-Concept and Career Roles
- Social Class Barriers to Career Selection
- Equality and Multipotential
- Counseling Adequacy and Credibility
- Vocational Development and Maturity

Level III - Synthesis of World of Work and Individual Potential
- Sources of Career Information
- Sources of Career Counseling
- Sources of Career Training
- Significance of Vocational Counseling and Training
- Role of Special Programs

V. A Planning Proposal for the Development of a Counselor Education Program Which Gives More Equitable Attention to Adult, Technical and Vocational Education and Training - Dr. Robert Cowgill, Florida Technological University, (2/1/71-6/1/71).

Project Description

Development of a counselor education program which will give more positive and explicit emphasis to an interface of academic and technical/vocational areas.

Relation of Project to Goals of the High Priority Education Project

Sub-goal 4; Planning of a program to develop new concepts of the role and function of counselors.

Project Objectives

1. TO initiate the planning of a prototype Counselor Education program containing the following identifiable components:
   a) Innovative course(s) concerned with technical/vocational opportunities and data.
   b) Survey data concerning the vocational/technical market locally and nationally.
   c) A dissemination program for inservice counselors designed to emphasize materials and techniques for improving vocational and technical counseling.

2. TO outline for future development counseling and teaching strategies designed to enhance technical and vocational counseling at the elementary and secondary level in terms of:

a) data available.
b) value in terms of individual counseling.

3. TO develop an evaluation program containing statistical analysis, feedback, and dissemination components which are deemed applicable and appropriate by authorities in the field of Counselor Education.
4. TO survey pertinent literature dealing with innovative approaches in adult, technical, and vocational education.
5. TO survey experts in the field of Counselor Education.
6. TO develop a written report which stresses common thematic applications and differences of opinion between the literature and experts.
7. TO write a function analysis description for the project director who will direct final planning and implementation of the Counselor Education program.
8. TO develop broad based behavioral objectives for the Counselor Education program.
9. TO develop an outline of strategies and procedures to be followed in the development of the Counselor Education program.
10. TO develop an outline of specific course suggestions for the Counselor Education program.
11. TO develop a proposal and outlines of suggested strategies and procedures for an in-service component in Counselor Education.
12. TO develop a suggested guideline, and a P.E.R.T. chart for implementation of the program.

Project Procedures

1. Development of an annotated bibliography of pertinent literature in the areas of innovation and program design for counselor education emphasizing adult, technical and vocational education.
2. Survey of selected experts in the field of counselor education.
3. Development of a report concerning points of agreement and disagreement between the literature and the experts.
4. Development of a tentative job description for project director for implementation phase.
5. Development of an outline of broad objectives and proposed strategies and procedures for achieving them, for presentation to an advisory board.
6. Modification based on suggestions of advisory board.
7. Submission of a proposal for implementation.

Project Evaluation

1. Analysis of data relating to the vocational-technical market as input to planning specific course procedures.
2. Development of a periodic feedback procedure to receive input from experts, faculty and relevant community sources.

3. Evaluation of dissemination procedure to determine if the information is reaching the target population and what effect it is having.

Progress Report

As of March 15, 1971, the following had been accomplished:

1. An interim director had been appointed and an adjunct instructor employed to provide release time for the director.
2. An annotated bibliography of pertinent literature was being developed.
3. Experts in the field of Counselor Education, Vocational Guidance and Vocational Education had been contacted.
4. The Symposium on Occupational Education had been attended (see Project 6 below).
5. Joint planning had occurred with Dr. Thomas Harrow (see Project 6 below) and a joint proposal had been submitted.

VI. A Planning Proposal for a Symposium for Vocational-Technical Education at FTU - Dr. Thomas Harrow, Florida Technological University, (2/1/71-6/1/71).

Project Description

Conduction of a symposium, composed of representatives from all related areas, for the purpose of developing guidelines for programs in vocational education at FTU which serve the college of education and the university service area.

Relation of Project to Goals of the
High Priority Education Project

Sub-goal 1; development of a new program in vocational education.
Sub-goal 6; informing and motivating teachers, administrators and community leaders concerning the vocational-technical programs at FTU.

Project Objectives

1. TO develop guidelines for programs in vocational-technical education at FTU.
2. TO develop strategies appropriate for vocational-technical programs at FTU.
3. TO determine how the vocational programs may serve the needs of other programs in the colleges of education, e.g. teacher training, as well as the needs of the University service area.
4. TO inform and motivate teachers, administrators, and community leaders concerning the vocational-technical programs at FTU.

Project Procedures

1. Presentation by consultants at symposium of national trends in vocational-technical education.
2. Division of symposium participants into smaller, working groups to discuss vocational needs to be fulfilled by FTU.
3. Summarizing and disseminating for feedback resulting plan for vocational-technical education at FTU.

Project Evaluation

1. Committee reports.
2. Evaluation sheets from symposium participants.
3. Analysis of feedback on proposed plan.

Progress Report

As of March 15, 1971, the following had been accomplished:

1. The Symposium on Occupational Education had been held; at the symposium the following occurred:

a) The Symposium was attended by vocational and guidance representatives from:
   The College of Education, FTU
   The Florida Department of Education
   Daytona Beach, Brevard and Seminole Junior Colleges
   The Orange County and Osceola County School Systems
   The Vocational-Technical Center, Lake County
   Vocational and Adult Education, Brevard County
   The University of Florida
   The Florida State Employment Service
   The High Priority Education Project, Board of Regents

b) The following objectives were presented for the symposium:
   TO develop guidelines for programs in Occupational Education at FTU
   TO develop guidelines for counselor education programs with emphasis on Occupational Education
   TO develop strategies for undergraduate training in all areas concerning Occupational Education
   TO identify procedures to motivate and inform administrators, teachers, and community leaders concerning the planning of Occupational Education programs.

c) As an aid to accomplishing the Symposium objectives, the following questions were presented for discussion:
   What is Occupational Education?
   What is the relationship between vocational-technical programs and guidance programs?

How can counselors' training programs be directed toward vocational or occupational education?
How, in the training process of counselors, can they be given a point of view and a concern for the importance of occupational education?
What kind of preparation should all teachers have in Occupational Education?

d) Small group discussions were taped and the information later compiled.

2. Joint planning had occurred with Dr. Robert Cowgill (see project 5 above) and a joint proposal had been submitted.

VII. Practical Arts for Elementary Teachers - A Planning Proposal - Dr. Rex Toothman, University of South Florida (2/1/71-5/31/71).

Project Description

Development and evaluation of a plan for incorporating vocational principles into the curriculum of pre-service elementary teachers.

Relation of Project to Goals of the High Priority Education Project

Sub-goal 2; modification of existing curriculum in order to provide relevant vocational information and skills to pre-service elementary teachers.

Project Objectives

1. TO develop a modification consistent with the goals of the High Priority Education Project.
2. TO develop a modification acceptable to the Elementary Education and the Vocational Education Departments of the University of South Florida.
3. TO develop a modification acceptable to the University of South Florida University Council on Teacher Education.

Project Procedures

1. Organization of an advisory committee consisting of five members of the education faculty of the University of South Florida appointed by the Dean:

   Two from elementary education
   Two from vocational education
   one from guidance

2. Utilization of a consultant: 1) to detail the modification; 2) to compile a list of tools and materials needed to implement the modification; and 3) to outline the procedure for evaluation.

3. Review and approval of procedures by the committee who will present their recommendations to the departments involved and to the University Council on Teacher Education.

Project Evaluation

Primarily based on approval and acceptance by the departments involved and the University of South Florida Council on Teacher Education.

Progress Report

As of March 15, 1971, the following had been accomplished:

1. A six-member advisory committee had been appointed.
2. A consultant had been employed to detail the course modification.
3. Information had been collected from textbooks, articles, course outlines, and programs in elementary industrial arts.
4. An organizational meeting of the advisory committee and the consultant had been held to explore ways to implement course modification and sequencing into the on-going elementary education program.
5. Using descriptors "Industrial Arts" and "Elementary", a computer search on ERIC tapes had been performed.
6. A future meeting of the advisory committee had been planned; Dr. Ralph V. Steeb, Consultant, Industrial Arts, Department of Education, had been invited for the purpose of reviewing the program and making inputs into the curriculum modification activities.

As previously mentioned, all of the planning projects eventuated in proposals which will be discussed in some detail in later sections.

# PHASE III - DEVELOPMENT AND ANALYSIS OF A VOCATIONAL REORIENTATION MODEL

## PHASE III - DEVELOPMENT AND ANALYSIS OF A VOCATIONAL REORIENTATION MODEL

As the High Priority Education Project progressed, the need for a special project strategy became evident. In order to prevent duplication of effort and to insure coverage of all priority need areas, a way of determining in which areas projects were most needed was required. Subsequently, the Vocational Reorientation Model was developed. The model was designed to identify major components in, or affecting, the Public Education System of Florida, and to illustrate the functional relationships which exist between these components; it was <u>not</u> intended to be a representation of organizational structure (see pages 82 and 83).

Viewing the Public School System as the ultimate target population for change, all other institutions and agencies are viewed as input and/or output variables which in some way affect, and/or are affected by, the system. Viewing the model, it is evident that while the channels of input are many, the sources with the most direct influence are the colleges of education which produce the majority of the system's personnel. Therefore, if major changes are desired in the Public School System, there must be corresponding changes in the colleges of education. Their importance is further illustrated by the fact that there are a number of activities which, while existing in the domain of the Public School System, can be initiated and given leadership by the colleges of education.

The model is seen as effectively being composed of three sub-systems: the Legislature and the Department of Education (1-4)*, the institutions of higher learning (5a-7c), and the Public School System (8-17). The community (18a-18e) could be viewed as a separate sub-system; however, for the purposes of this model, the community is of concern only as it relates to three sub-systems defined above.

<u>The discussion of the model involves the identification of priority need areas and the current response to those needs</u>. The needs identified are primarily those specified by 1970 legislation, the <u>Florida State Plan for the Administration of Vocational Education</u>, and the Select Council on Post-High School Education (SCOPE) Report. The response is presented in terms of proposals for special projects which have been submitted to the High Priority Education Project. With the exception of small projects which have been funded by the High Priority Education Project, this section will not include further discussion of current activities in the colleges of education** even though many of them are related to priority need areas.

### <u>The Legislature and the Department of Education (1-4)</u>

The needs of the people in the state of Florida is the strongest single influence affecting legislation. Based on inputs from numerous sources, the Legislature attempts to enact legislation which will meet the perceived needs of all persons in the state. The 1970 Legislature, aware of the need for change

*Refers to entries in the model
**Previously discussed in Phase I

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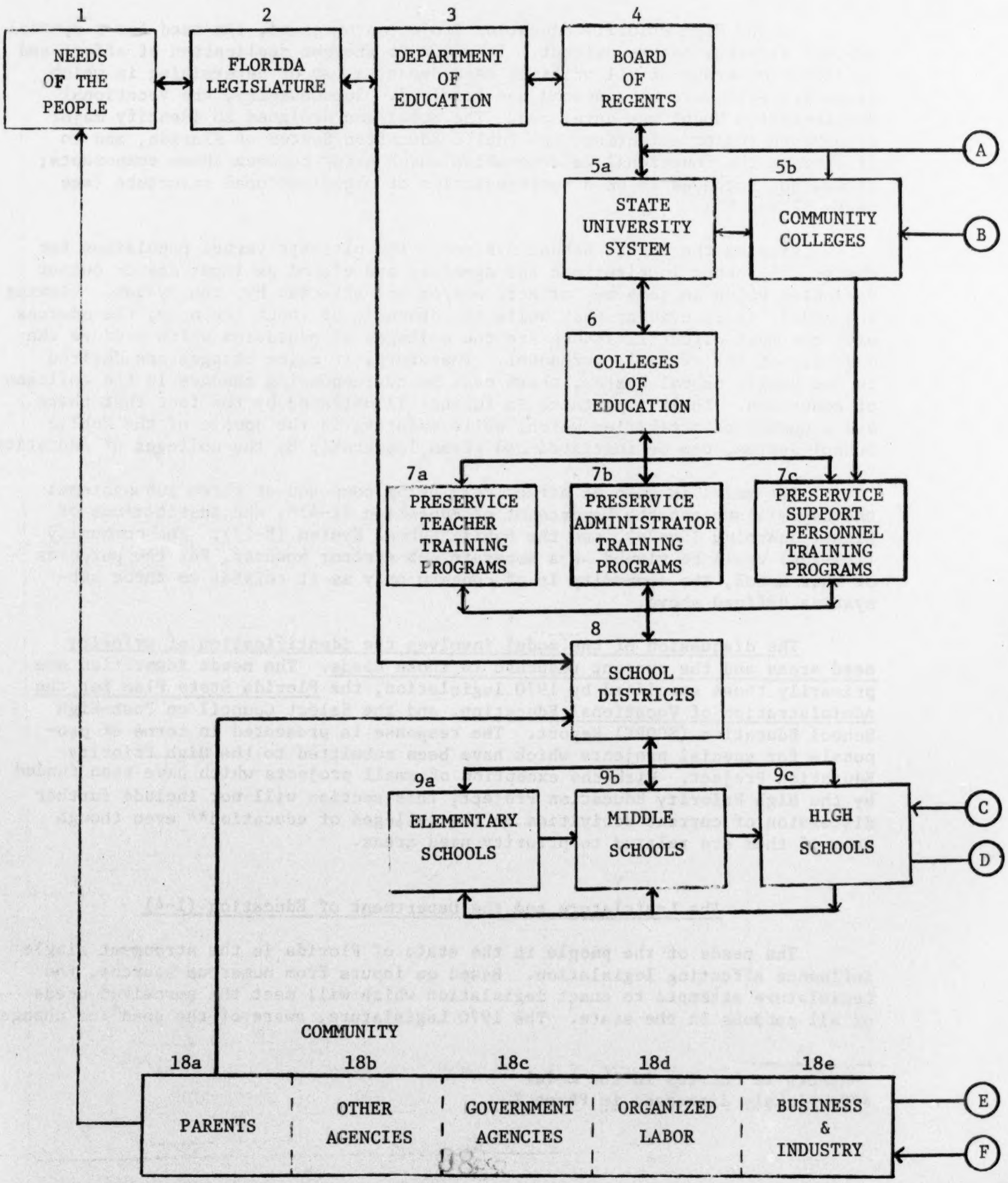
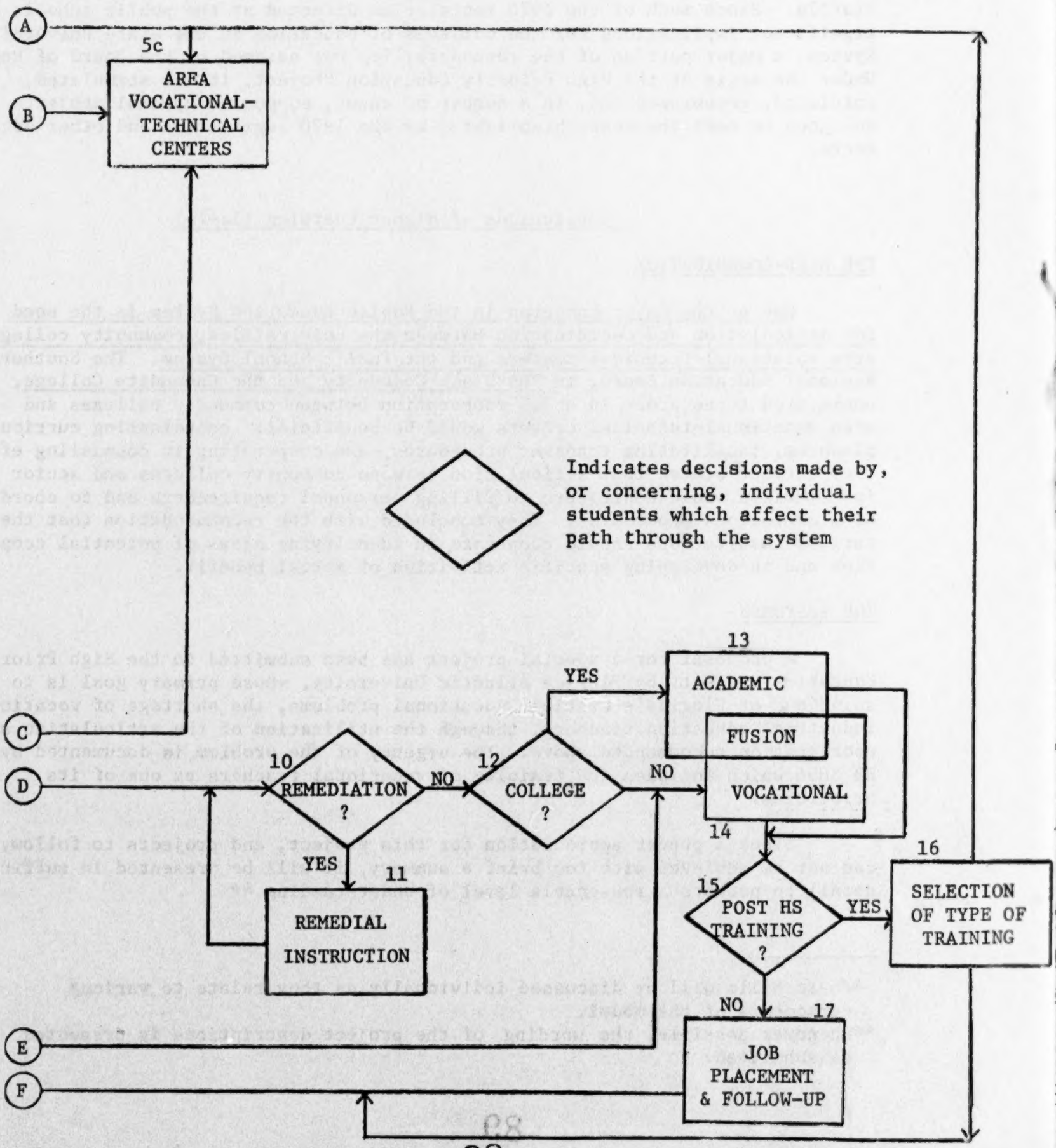
COMPONENTS OF, AND FUNCTIONAL RELATIONSHIPS BETWEEN, INPUT, PROCESS AND OUTPUT VARIABLES IN THE PUBLIC EDUCATION SYSTEM



COMPONENTS OF, AND FUNCTIONAL RELATIONSHIPS BETWEEN, INPUT, PROCESS AND OUTPUT VARIABLES IN THE PUBLIC EDUCATION SYSTEM



in the Public School System with respect to vocational education and vocational guidance, passed a package of bills designed to increase the relevance of the education of a majority of Florida public school students.*

The primary responsibility for the implementation of the 1970 legislation, and all legislation regarding education, rests with the Department of Education. The Department is involved in the planning, execution, evaluation and coordination of a considerable number of activities in the Public Education System of Florida. Since much of the 1970 legislation directed at the public schools had significant implications for the colleges of education in the State University System, a major portion of the responsibility was assumed by the Board of Regents. Under the aegis of the High Priority Education Project, it has stimulated, initiated, encouraged and, in a number of cases, supported special projects designed to meet the needs highlighted by the 1970 legislation and other documents.

## Institutions of Higher Learning (5a-7c)

### THE NEED-COORDINATION

One of the major concerns in the Public Education System is the need for articulation and coordination between the universities, community colleges, area vocational-technical centers and the Public School System. The Southern Regional Education Board, in The Black Community and the Community College, enumerated three areas in which cooperation between community colleges and area vocational-technical centers would be beneficial: coordinating curriculum planning, facilitating transfer procedures, and cooperating in counseling efforts. They further stated that articulation between community colleges and senior institutions would contribute to filling personnel requirements and to coordinating admissions procedures. They concluded with the recommendation that the various institutions should cooperate in identifying areas of potential cooperation and in developing specific activities of mutual benefit.

### THE RESPONSE

A proposal for a special project has been submitted to the High Priority Education Project, by Florida Atlantic University, whose primary goal is to solve one of Florida's critical vocational problems, the shortage of vocational-industrial education teachers, through the utilization of the articulation and coordination recommended above. The urgency of the problem is documented by HB 3896 which includes the training of vocational teachers as one of its priorities.

Since a proper appreciation for this project, and projects to follow, can not be achieved with too brief a summary, it will be presented in sufficient detail to promote a reasonable level of understanding.**

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*These bills will be discussed individually as they relate to various components of the model.

**Whenever possible, the wording of the project descriptions is presented as submitted.

Project Title*

A Junior College--Florida Atlantic University Training Model For Vocational-Industrial Arts Teachers

Project Description

Florida Atlantic University proposes to plan and prepare a well-organized and innovative training program aimed at: 1) producing a substantial number of well-trained vocationally-oriented teachers to fill the needs of the large population areas of South Florida; 2) supplying additional teachers for the other areas of the state; and 3) producing a viable training model capable of replication in other universities and junior colleges throughout the state.

The initial year will be utilized to design the program(s) necessary to meet specific needs of school systems generally within the service area of Florida Atlantic University. The program design involves cooperative ventures between the university, the junior colleges and the technical schools in the area. The major components of instruction relating to the specific use of industrial equipment and materials will be planned through the junior colleges, technical schools, and high schools, and existing equipment, wherever it is located, will be coordinated into the training program.

The project will encompass two major methods for cooperation between the junior colleges and the senior university, the partnership concept and the pyramid concept. The program envisioned will include a carefully planned program of recruitment in the secondary schools, followed by guidance through the complete career channel of junior colleges, culminating in a bachelor's degree.

Relation of the Project to the Goals of the High Priority Education Project

Sub-goal 1-E -- This project will develop a new model for relevant training programs for industrial arts teachers. These programs will produce vocational-industrial teachers possessing broader skills, and knowledge in providing school youth with relevant and reliable information regarding the world of work.

Sub-goal VI-E -- This program will be designed to better prepare teachers to meet the needs of students who are interested in entering careers in vocational-industrial-technical fields and who are not particularly college bound.

Specific Objectives

1. TO prepare and make available, for the South Florida area in particular, an additional number of industrial education teachers with vocational orientation.

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*For easy reference, an abstract of each proposal to be discussed is included in Appendix F; abstracts are presented in the order in which the proposals appear.

2. TO provide specifically for the involvement and recruitment of high school students for the junior college and ultimate senior college training program in industrial education.
3. TO identify students within their two year junior college program and commence counseling to provide for a smooth transition into the senior college training sequence.
4. TO provide specifically for cooperation and coordination of existing equipment and laboratories presently located within the junior colleges, technical schools and regular high schools and place it into functional programming for the teachers' training program.
5. TO demonstrate consistent modes of cooperation between the junior college capability and the senior university flexibility.
6. TO demonstrate continuity from high school through college graduation.
7. TO provide guidance (vocational and educational) for the college student from high school through the university.
8. TO provide for a new improved training program at minimal costs to the state.

Specific Procedures

After considerable discussion for several years regarding shortages of industrial arts teachers, a culminating meeting was held on August 11, 1970 and attended by county school supervisors, deans of technical studies in the junior colleges, state department personnel and Florida Atlantic University personnel. It resulted in a request and mandate from the participants for Florida Atlantic University to move forward as rapidly as possible in the development of industrial education training programs. According to this group the major planning of this project should commence no later than September 1971.

The initial activities for this program development concept will generally entail the following:

1. Hold a series of sequential conferences with school system and state department personnel to determine the philosophy of the program and outline the appropriate activities for program development.
2. Determine and project the approximate numbers of teachers of each industrial teaching area that will be needed in the Florida Atlantic service area and plan teacher education programs around these groups.
3. Analyze present and projected course offerings in the junior college which might be utilized for this teacher preparation track.
4. Survey the staff and physical facilities of the junior colleges, major high schools, and area vocational centers to determine which might be utilized for selective courses and training opportunities not usually available at the junior colleges; i.e. courses in woodworking and building construction.

The operational design for this instructional model, development, implementation and evaluation include the following phases and steps:

Phase A: Determine functional system requirements

STEP 1: Specifications of Performance Requirements.

STEP 2: Specifications of Terminal Performance Objectives.

Phase B: Instructional System Design

STEP 1: Perform analysis for performance levels to determine appropriate "mastery skills components" to be achieved by individual. Prepare detailed breakdown of stated terminal performance objectives established for each skill level in terms of relevant motor and conceptual elements.

STEP 2: Design program objectives, content and flow for the various and independent performance skills.

STEP 3: Specify strategy for accomodating needs of individual students through additional or alternative activities.

STEP 4: Design program objectives, content flow for instruction with a view toward independent skill levels. Define strategy for integrating instructional elements into proper sequence.

Phase C: System Components Design

STEP 1: Determine the scope and sequence of total program with intermediate learning levels.

STEP 2: Place all components of the system into an order and "walk through" the process.

Phase D: Implementation and Field Testing

STEP 1: The total "faculties" will require orientation to the system; its purposes, objectives, and procedures.

STEP 2: System operation plan will require careful planning and programming.

STEP 3: The performance and evaluation plan will need careful analysis to provide evidence of program achievement and student growth and development.

STEP 4: Implementation of educational system with all components functioning.

Phase E: Feedback on-job performance loop. This provides for input relating to skills and knowledge required to function at a high level on-the-job.

STEP 1: Graduates completing the cycle are kept involved in the process of improving the program based on job requirements.

STEP 2: Assessment of public school teaching-learning environment requires careful attention in relationship to the teacher training program.

STEP 3: Assessment of pupil growth and teacher professional growth.

STEP 4: Recommendation for program change and alteration.

Specific Evaluation Procedures

1. An initial assessment of the project will be measured in terms of the cooperation generated between the several junior colleges in the area and Florida Atlantic University.
2. By the close of the first year the components for the system will have been identified and made ready for dry-run and walk-through.
3. Information for high schools will approach readiness and will signal the actual recruitment for initial enrollees in the total program.
4. Each phase throughout the design is "evaluation looped" and will be constantly tested and assessed for accomplishment and effectiveness during the building process and at the completion of each phase.
5. Program objectives will be constantly compared with performance output to determine component effectiveness and true value of system.
6. Ultimate results of on-job performance of trainees will provide basis for specific program alterations.

Dissemination Plan

The program set forth in this proposal has several built-in possibilities for dissemination of information. A national approach will be achieved through an existing consortium of universities, state departments of education and junior colleges in California, New York, Texas, Illinois, Michigan and Florida.

The more specific relevant dissemination will take place through the Florida State Department of Education, junior colleges across the state and state universities. A semi-annual report regarding the progress of the project will be made available to the above institutions.

Also kept informed of events and progress of the project will be supervisors of industrial and vocational education throughout the sixty-seven school systems of the state.

THE NEED-COORDINATED COUNSELING EFFORTS

The need for articulation and coordination is magnified by the critical need for occupationally-oriented counselors for career guidance in pre-secondary, secondary, and post-secondary education (SCOPE Report, 1970). To alleviate

this need, Recommendation 24 of the SCOPE Report states that special two-year associate degeee and gour-year bachelor degree programs for the prepatation of para-professional career counselors should be developed and offered at selected universities and community junior colleges, and that special certification requirements should be established for the employment of such para-professsional career counselors at all levels of the public education system.

Similar recommendations were made in the 1970 legislation and in The Black Community and the Community College. HB 3893 makes provision for public school utilization of support personnel called "occupational specialists" when there is a shortage of certified counselors. The bill leaves the training qualifications of such persons almost entirely to the discretion of the school districts. HB 3896, includes as a priority the development of career associate programs. Similarly, The Black Community and the Community College states that since conventional counseling methods are generally inadequate for the needs of disadvantaged and minority group students, a new type of counselor is needed, principally one who can communicate with them, namely a career associate.

To facilitate the implementation of these recommendations, the SCOPE Report (#25) proposes the establishment of a special scholarship fund to encourage the preparation and employment of para-professional career counselors for the public education system. The Report also recommends (#26) that the proposed local coordinating agencies in community junior college districts be given special responsibilities for developing recommendations concerning coordination of counseling activities--insofar as such activities relate to employment opportunities--at all educational levels within the area served.

THE RESPONSE

Coordinated effort for improving vocational guidance is the major focus of a proposal submitted by Florida Atlantic University. The proposed project is designed to alter attitudes of community college and high school counselors toward occupational-vocational careers through on-the-job experiences.

Project Title

A Model for the Development of Vocational Guidance Through Occupational Field Experiences

Project Description

The design of this project is based on the assumption that guidance counselors in the public schools and in the community colleges have had little personal occupational experience and are therefore not equipped to guide students in effective career planning. This project aims to give practical experience in the world of work to guidance counselors and others directly involved in influencing youth in career planning. In addition to the guidance counselors, administrative personnel, faculty and teachers, and industry representatives will be given a spectrum of occupational experiences so that they might personally be better equipped to guide youth in their quest of a realistic career.

Specifically, the project will be aimed at the following groups: (1) junior college teachers and counselors; (2) high school teachers and counselors, distributive education coordinators and representatives from local technical schools; (3) industrial representatives; and (4) university representatives.

Relation of the Project to the Goals of the High Priority Education Project

Sub-goal 1 (Develop new courses or programs) -- The goal of this project is to develop a cadre of personnel in the public schools and junior colleges who have personal knowledge and experience with the world of work and job requirements. The thrust of this project is to develop school personnel who not only are capable of providing meaningful guidance for students, but who also have an indepth understanding from experience with the world of work. Upon completion of the project, the participants will go back into their respective positions within the schools and provide better vocational and career guidance to their students.

Sub-goal 6 -- This project has additional meaning for Florida Atlantic University in that this university serves an area with a substantial number of community colleges. These community colleges are part and parcel to the problem so the actual altering of attitudes of a substantial number of counselors, hopefully with a multiplier effect, is an encouraging prospect.

Specific Objectives

1. TO give experiences in the occupational world to personnel named in project description.
2. TO develop better public relations between students, school personnel, industry and universities.
3. TO develop a model that will have wide applicability not only in the public schools, but in the junior college as well - also, a model which can be taught through university guidance and counseling department programs.
4. TO develop an effective preservice and in-service model.

Specific Procedures

The project will be divided into three procedural phases as follows:

1. Phase One - Developmental - Six Months. The purpose of Phase One will be to: (a) develop materials; (b) develop programs; (c) schedule field experiences in industry; (d) develop a schedule which will coordinate field experiences with seminars.
2. Phase Two - Application - Three Months. This Phase will be devoted to a relatively intensive work experience for the participants following the schedule developed in Phase One. The participants will receive on-the-job experience in many phases of various industries, for example; aerospace and aircraft industry; even though the participants may be learning about airline operations, they will also learn about families

of jobs which might occur in several industries. At the end of a week of working in an airline, for example, the participants will therefore have a wealth of knowledge not only about airlines, but a host of job families.

The participants will be grouped in "work units" as follows: (1) junior college counselor; (2) junior college teacher; (3) technical high school teacher; (4) distributive education teacher; (5 and 6) two high school teachers of subject matter; and (7 and 8) two counselors from the high school; (9) an industrial representative; and (10) a university representative. The "work unit" will meet with other "work units" on Monday morning to coordinate the week's outline and experiences. Starting with Monday afternoon and running on through Friday morning, the "work unit" will be in actual on-the-job experiences. At the end of the week, the members of the "work unit" team will get together on Friday afternoon for a seminar which will be devoted to relating and integrating the experiences of the entire group into a conceptualization of the industry and jobs which they have experienced during the week's work.

It is anticipated that four to five work units (actually, more work units could easily be added) involving ten team members each will participate in the model development.

Near the end of the application phase, the work teams would meet in a larger seminar for final evaluation of their experiences.

3. Phase Three - Follow-up, Evaluation and Model Development - Three Months. Evaluation and model building will occur during Phase Three. The model thus developed, will be ready in time for application the second year, but on a much broader scale.

Specific Evaluation Procedures

1. At the beginning of the project, at least two instruments will be administered to all praticipants; (a) an attitudinal survey which will consist of several subtasks (for example, The Work Values Inventory by Donald E. Super, could be used); and (b) a cognitive test of the world of work to determine just how much the participants know about it. Administration of these instruments will establish a base line of the knowledge and attitudes of the participants at the point of entry into the project. At the end of the project they will be retested to determine what changes in attitude have occurred and how much knowledge about the world of work has been learned.
2. Extensive notes will be taken on each seminar conducted at the end of each week's field experiences. A definite format will be planned for the seminars so that problems will be presented, discussed and considered, and recommendations for changes and new procedures will result.

3. Films will be made of the participants at several points in the conduction of the project so that a visual record of progress made in the project will be developed. The films will later be used to demonstrate how the model may be applied to on-going training programs.
4. During the final phase of the project, the follow-up and re-application phase, further evaluation of the model will be possible. Evaluators will consider what changes need to be made based on the raw data collected, and re-application of the model during the second year to other school systems will allow for further evaluation in the same manner as previously described.

Final evaluation of the project will occur when the participants return to their respective schools to go to work. At the end of a year of working with students, a survey will be made to determine what changes have occurred in student selection of occupations. This will be accomplished, for example, in the case of guidance counselors, with a specific accounting of students who choose occupations and vocational programs as a result of being guided by counselors who participated in the project. It is expected that a comparison between these students and those previously seeking counseling, would show that more and more students are now selecting occupational fields versus making no choice at all or simply going into some sort of vague college program.

Dissemination Plan

The final report of this project will be made available to counselor training programs in universities as well as community colleges and other interested parties.

The films will be state property and it is presumed that the Community College Division of the State Department of Education will receive them and make them available over the state.

The above described proposals make it clear that the colleges of education have assumed a leadership role in initiating and maintaining the coordinated efforts required for a unified system of education. As the next section indicates, they are also very much concerned with improving their own programs, to insure that their function is a relevant one in the total education system.

The Colleges of Education (6)

As previously discussed, many of the new directions for the public schools, which have been mandated or recommended, have major implications for the colleges of education which produce the teachers, administrators, and guidance personnel for the system.

THE NEED - REORIENTED PERSONNEL

It has repeatedly been emphasized that significantly improving the vocational education and vocational guidance components of our education system requires a total school effort, beginning in the elementary grades. The Florida State Plan (Part 3, 5.1) includes in its priorities occupational exploration laboratories for older elementary level students and projects for innovative vocational guidance. Similarily, HB 3896 includes in its priorities introductory vocational curricula for junior high and middle schools, and training and inservice projects for improving vocational guidance. A number of additional documents (including the SCOPE Report, #24) emphasize the need for career exploration activities at all levels and expanded vocational guidance efforts. Consequently, there is a need for a reorientation in the training procedures of both elementary and secondary teachers, administrators and counselors.

THE RESPONSE - 1

With support and encouragement from the High Priority Education Project the Florida State University has developed a proposal for an innovative approach to fulfilling the vocational guidance training needs of teachers, administrators, supervisors and guidance personnel. Because of its scope and potential for impact, it is presented in some detail.

Project Title

A Computer-Managed Instruction Training Model for Vocational Counseling for Teachers at Colleges of Education

Project Description

This project proposes a new individualized vocational counseling curriculum approach that utilizes modern technology. More specifically, the project proposes that the concept areas from the world of work, individual potential factors, and their synthesis into the vocational counseling process can be effectively taught to classroom teachers, and related educators via computer-managed instruction (CMI). Given a recognition of the current problems with vocational counseling, it is clear that other professional personnel such as supervisors, administrators, and counselors can effectively profit from a more subsumed subset of these proposed computer-managed instruction (CMI) packages as well as participation in the proposed team approach to vocational counseling. We have developed the specifications for 53 CMI individualized self-study learning units that cover the content areas from the world of work, individual potential, and their synthesis in the vocational counseling process. These modules are further organized into basic concepts, required roles, attitudes, and skills, and, most importantly, effective delivery systems for their implementation within our public schools. We turn now to a more specific consideration of the problem area which provides the rationale for the specification of the content and provides a general background for the overall CMI approach.

The most important component concerns our public school students. While the list of specific problems is quite lengthy in nature, one can identify at least the following five as high priority problems which will be addressed within this innovative CMI approach: 1) lack of knowledge on the part of students of the broad range and structure of the world of work; 2) lack of personal understanding in relation to career selection and related training requirements; 3) personal biases about career families and occupational areas; 4) an appreciation of the need for a multi-source input in regard to one's full career development (for example, it is essential that alternative agency sources be used in order to represent a fair evaluation of the match between an individual's potential and alternative career patterns to be pursued); and 5) special problems arising from racial or urban factors as found with the disadvantaged. The primary basis for addressing these student problems is predicated on awareness that the classroom teacher provides the most immediate impact agent capable of effectively working with students to overcome their lack of information and define appropriate life career solutions. This CMI project will train teachers to work with students to overcome these problems and participate in the career counseling process.

In regard to administrators, supervisors, and counselors, there is some indication that they lack information regarding the multifaceted nature of career counseling, the potential of community agencies for involvement in this process as well as the highly dynamic nature of the world of work. Most importantly, there is a need to recognize management requirements necessary to the creation of effective delivery systems which result in job placement services, and inter-institutional community commitments to manpower development and placement as well as follow-up systems to assess the effectiveness of our career counseling and vocational education programs. Lastly, there is a need to create new roles awareness within a team framework for addressing the full array of problems. For example, counselors need to recognize that they have role requirements to act as managers and creators of new curricula that can be implemented by classroom teachers. The essence of the proposed CMI proposal is to directly provide: a) basic concepts, b) roles, attitudes, and skills, and c) the management techniques for creating delivery systems that will allow for implementation of an effective public school career counseling system. Our primary emphasis will be the preparation of a highly flexible, self-study training system which can be integrated into existing teacher training programs, to be utilized to teach the concepts, roles, attitudes, and managerial requirements as these relate to the career counseling process. The career counseling process in turn is based on a clear understanding of the world of work, the nature of individual potential, and the snythesis within the vocational counseling process. The full implementation of the CMI system can transcend the teacher training process in our colleges of education by being offered by schools as an inservice activity.

In designing our models for computer-managed instruction (CMI), consideration was given to self-selection and flexibility within the 53 modules or units so that each college of education can apply local priorities and establish their own sequence. The conception of the CMI model assumes that three to six units will be integrated within a given teacher training course

requirement. Secondly, each CMI module is sufficiently organized to allow for individualized self-study; therefore, the faculty member will not have additional work requirements. Each CMI unit has employed the performance criterion-learning prescription concept so that all teacher trainees will accomplish the module objectives. Lastly, the CMI approach allows for institutional flexibility in both the assignment of learning modules to specific courses as well as alternative uses of computing equipment be they time-sharing terminals, conventional batch-processing computers, or even hand-operated systems.

## Relation of the Project to the Goals of the High Priority Education Project

The CMI model provides for the development of a new individualized course of study for classroom teachers, administrators, and counselors. The approach offers an effective method for complementing existing course structures, and providing for a meaningful fusion of intellectual and vocational curricula concepts. Given a common conceptual, attitudinal, and managerial basis for teachers, administrators, and counselors, new roles and functions can be considered so as to provide for establishment of effective vocational counseling systems within our public schools. Thus, for example, one of the ultimate outcomes should be the development of local manpower assessment and job placement systems within the counties in the State of Florida. The flexibility found within the CMI model offers broad potential for dissemination through all of our colleges of education and possibly for training purposes within the inservice programs for existing educational personnel. Thus, this CMI project should contribute effectivelv to a majority of the priorities set for the vocational counseling and education areas as established by the Board of Regents and other agencies.

## Specific Project Objectives

In order to grasp the full and rich complexities of the problems in the vocational counseling area, extensive consideration was given to the MacKay Report and the SCOPE Report concerning vocational counseling and education. In turn, a background literature search was performed in terms of proposed problem solutions such as Super's concept of career development and the maturation process and the Minnesota model for classification of career patterns. To gain more immediate conceptualizations and responses, a number of consultants were extensively interviewed. First, Mr. Robert Halstead, Director of SCOPE, indicated the nature and role of vocational counseling and education within secondary and higher education by highlighting the multi-facet and multi-agency requirements for a sound training approach. Dr. William Maloy, educational advisor to Florida's Governor, emphasized logistics problems and the requirements for an adequate role model that focuses on the impact of classroom teachers within the vocational counseling process. Dr. Albert Lapore from the California State College System reviewed their 10 year progress in implementing one of America's better teacher training programs in the area. Written communication with Dr. Robert Krumboltz, Stanford University, stressed the need for adequate

decision-making processes in relation to individual potential and career selection. Personnel from the Florida State Department of Vocational, Technical, and Adult Education, Dr. K. M. Eaddy, Mr. E. E. Hancock, and Dr. Carl Proehl, their Director, provided a critical review of the early conceptions regarding the criteria for specification of the CMI vocational counseling training modules. Lastly, a number of public school teachers concerned with vocational counseling and education from Leon and Wakulla Counties were informally interviewed.

1. TO develop a rationale that relates the CMI modular vocational counseling units with the current stated needs of vocational education within the public schools in Florida.

   The rationale for subject matter selection was: What problem does the student have which can be lessened by knowledgeable vocational counseling? Where there is a student problem, is there also a professional educator problem which hinders solution of the student problem? Consideration of these problems requires a central framework in which to work, and the pattern evidenced here is one recognized in vocational guidance. Basic to the consideration of vocational counseling are the concepts of the world of work, and it is within these concepts that the individual's human potential can be investigated. But, the culminating task of vocational counseling is in the synthesis of these two factors: the world of work within which individual human potential unfolds in its attempt to maximize itself. Thoughtful definition and redefinition of student and professional problems reveal that each problem can be categorized in one of these three basic areas of vocational counseling: (1) the world of work, (2) individual potential, and (3) synthesis of the vocational counseling process.

2. TO design and specify adequately the CMI learning modules that will provide for a realistic representation of learning processes as follows:

   (a) basic concepts of vocational counseling to insure the competencies appropriate for participation in a multi-team model;
   (b) multi-person media and simulation units to insure the appropriate role, skills, and attitudes for vocational counseling; and
   (c) operational competencies to insure the skills associated with planning, administration, and leadership in affecting public educational counseling systems.

Continued systematic analysis of student and teacher problems related to vocational counseling led to the definition of 16 basic problem areas (see Appendix G) which appear to have high priority in stimulating needed change. Each of the 16 problems demands the

learning of certain basic concepts, the growing ability to use certain skills, adopt certain roles, and realize certain attitudes. Additionally, each problem would reach ultimate solution in a set of well-organized vocational delivery systems, exemplified by the local manpower information system.

Expansion of the CMI content matrix into learning module outlines resulted in sets of specifications for each module. Beginning with Level I, the world of work, each student-teacher related problem was related to a vocational counseling topic, such as "The Structure and Trends of the Job Market." Three modules in the sequence of concepts, attitudes, and management were then developed for each topic. First, basic concepts for each topic were selected to insure the competencies and attitudes appropriate for participation in the multi-professional counselor model. Second, multi-person media and simulations were specified in order to insure the appropriate roles, skills, and attitudes for the vocational education counseling and instructional process. Third, CMI unit outlines were developed covering operational competencies that insure the skills associated with planning, administration, and leadership in affecting public school vocational education through counseling and instructional programs.

The description of each learning module includes: its performance objectives, i.e., what the trainee will be able to do upon completion of the instruction; the instructional strategy (the method of CMI auto-instruction selected as most appropriate for the subject matter); and the evaluation, which analyzes the trainee's competency and prescribes accordingly. The average length of time needed for the individual to complete the unit is estimated. An application of this material to the classroom or school activity domain is noted for each module.

3. TO define the essential roles and functions for teachers, administrators, and counselors within an integrated, team approach.

The CMI program described here is a direct and immediate method of putting the tools of vocational guidance into the hands of educators-teachers, supervisors, administrators, and counselors. Its initial impact could be felt in some schools within a school year, and could increase at a rate which will be indicated by its potential as outlined in the following pages.

Teacher Training. The major emphasis of the CMI Vocational Guidance training modules will be devoted to adding basic concepts, skills, and attitudes, and practical uses for this new knowledge to teachers in training. Since the units are individualized and sequenced for ready inclusion in already existing education curricula, it is practical to consider a minimum of nine units per academic year in a trainee's sophomore, junior, and senior years of university study. That is, without imposing extra

detail or additional subject matter on the instructor of any teacher training course, teachers-in-training can be assigned three vocational counseling modules as "homework" for one education course per quarter. Completion of the course itself could be made contingent upon the completion of the modules (which would automatically be reported to the instructor), or it is possible for certain vocational modules to be requirements for graduation. Whatever method of module assignment is used, all procedural details will be handled by the computer and reported to any instructor involved. No burden of extra preparation, presentation, or evaluation would fall upon teaching personnel, due to the auto-instructional nature of the CMI modules. In this way the student-teacher would learn concepts basic to vocational counseling, otherwise untouched in this curriculum. He would enter the teaching profession equipped with accurate information on the world of work, with attitudes which would encourage him to deal skillfully with the hundreds of students seeking or entering vocations, and he would be able to originate, guide, or implement many sound, worthwhile community plans of action for a better vocational world.

Teacher Workshops. Because of the unique adaptability to individual requirements and time constraints which is characteristic of CMI, modules can be selected to create an inservice workshop of desired length. A school district would be able to select whatever basic vocational topics are essential to its teaching personnel and use them in a one-day training session. This training session could be repeated on demand, or a different set of modules could be selected for a second workshop, since the packages are complete in themselves. Individual school districts have a number of alternatives for inservice work in which CMI could be efficient and effective. A small portion of teacher planning days each term would readily allow teachers to complete several modules each school year. "Drive-In" workshops also have much potential for the learning modules, and E.I.E. inservice workshops are a viable possibility for presenting vocational counseling modules to teachers in the field.

The above discussions apply equally well to the pre-service and inservice training of administrators, supervisors and counselors (further discussion is included in the actual proposal).

4. Alternative CMI operational approaches and varied personnel needs in the use of CMI vocational guidance training demand the development and refinement of numerous technical documents and manuals.

Technical manuals will be developed, tested, and revised to promote problem-free adaptation of the materials to each university's computer installation. Manuals for appropriate operational use of the CMI vocational guidance training model are also to be written, tested, and revised to enable faculty members, teacher candidates, and counselors to move easily into positive attitudes and meaningful selection techniques. Since ease of implementation of the CMI

modules will promote their fullest use, the production of these technical and instructional manuals will receive careful study and attention, maximizing the usefulness of the materials in their entirety.

5. TO develop continuous dissemination procedures which allow for smooth diffusion of CMI Vocational Guidance modules throughout the State of Florida's University system.

Repeated consultation with representatives of the state universities is planned both as a useful evaluative procedure and as a preliminary to wide dissemination of the modules. As each university will be involved through its selected representative, the institutions will have considered many aspects of the use of CMI vocational guidance modules in their curricula. Additionally, as field-testing progresses at three universities, other university representatives will be invited to participate or to observe model dissemination meetings. Appropriate diffusion through all teacher training institutions in the State of Florida's University system, the ultimate goal, is foreseen as a concluding stage in a series of progressively more inclusive dissemination procedures.

Specific Procedures

The individualized CMI vocational guidance modules will be developed according to the step-by-step procedures of a systems approach model. This model has been successfully used in the development of computer-managed, computer-assisted, and programmed instruction materials. The procedures recommended in the model entail (1) the identification of the problem and statement of terminal objectives; (2) the analysis of the task to determine subskills; (3) the description of required student entry behaviors; (4) the statement of subobjectives in behavioral terms; (5) the development of evaluation instruments; (6) the determination of instructional sequence; (7) the selection of appropriate media and instructional procedures; (8) the development of instructional materials; and (9) the formative and summative evaluation of the product.

At this time the entry behaviors of teacher trainees and identification of problems in current and future vocational guidance teacher training needs have been analyzed. Task analysis of the conceptual content and associated simulation tasks has progressed to the determination of behavioral objectives. Evaluation, instructional sequences, and media selection have also been tentatively identified. The full development of instructional materials will be the major focus of this project and the use of systems approach for development of the CMI vocational guidance teacher training modules will be implemented in detail.

Specific Evaluation Procedures

Rather than evaluating only the results of the finished program, the intent is to evaluate continually throughout the operation of the project, as is implied by the utilization of the system approach. Thus evaluation is seen as a primary operation in the beginning period, when each university

in the state university system will be invited to select a representative who is an expert in the field of vocational guidance education. These representatives are to review and critique both the literature reviewed for the development of the modules, and the objectives and guidelines which have been developed at that point. As experts in the field, they will also be requested to give advice relative to future development. All of these considerations will be weighed as the major writing and field testing portions of the project are being implemented.

Following consultation and organization, personnel will begin to write the first proposed modules, simultaneously arranging for the field testing of finished modules in the School of Education at Florida State University. We propose to write, program, and field test groups of six modules with successive groups at FSU, e.g., present a group of 30 teacher trainees with (1) basic concepts, (2) roles, attitudes, skills, and (3) a delivery system of "The Structure and Trends of the Job Market," in sequence. In this manner each module is evaluated for its coherence and clarity, and the progression of the learning task, from concepts to delivery, is also tested for effectiveness. The availability of behavioral objectives and criterion test items provides the most direct method for empirically assessing the learning effectiveness of the CMI modules. Any weaknesses in module materials are then to be eliminated by rewriting for the summative evaluation.

Summative evaluations will be conducted at Florida State University, and also at the University of Florida and the University of West Florida. Since these evaluations (the techniques of achievement and attitude assessment will be utilized) will test not only the modules themselves, but also both modes of CMI operation, the resulting revisions should produce modules which can be made available to any state university for inclusion in its educational curricula, in complete packages with technical computer manuals and instructional manuals which have also been tested at the summative field trials.

Orientation and adaptation of the teacher trainees will be assessed through the utilization of existing CMI attitude scales as well as a vocational guidance value questionnaire. In demonstration sessions, brief attitudinal and value questinnaires plus open-ended questions will provide desired feedback. Debriefing sessions at these dissemination meetings will be intended to generate critical suggestions for the ultimate improvement of the vocational guidance CMI curriculum. Categorized fiscal accounting according to functional phases within a systems model will be provided in regard to cost data.

Dissemination Plan

Our approach to dissemination primarily focuses on the targeted population, namely, the potential nine colleges of education in the Florida University System. Within this, we foresee five planned phases: 1) initial involvement, 2) planning for local adaptations, 3) faculty demonstrations and acceptance, 4) inservice implementation, and 5) follow-up evaluation.

In regard to initial involvement, we plan to have early identification and visits from faculty representatives from the existing seven colleges of education in the Florida System. Each of these representatives will be asked to serve in two distinct functions; a) provide conceptual review and critique of the overall model as well as specific modules, b) provide editorial input by working through each module after it has been initially developed. Thus, the thought is that each of these representatives will act as the initial channel of communication with regard to the project to their home institution. Secondly, we anticipate evolving a plan of acceptance and implementation appropriate to each specific college of education. The intention is to provide for local adaptation and flexibility in regard to assignment of modules and their integration within existing education courses, Moreover, we plan to evolve appropriate credit representation for this learning within the credit certification process within each of the colleges. This should lead to a proposed plan for presentation to total faculty.

For the faculty presentation, we intend to implement selected modules on each campus and provide two-day workshops. These workshops will provide a concise presentation of the model, opportunities to work through selected CMI modules, and extensive discussion in regard to selection, sequencing, and the requirement credit process. The goal is to provide for acceptance throughout all departments within the college in order to provide the broadest base of both acceptance and dissemination. As a fourth phase, the in-service implementation will involve a staff member being available for selected periods of time on each campus during the initial quarter of the full implementation. Acting in a consultative role, this person will directly interact with faculty and students. As described within the systems model, this will provide for very valuable feedback information for any final revisions.

The follow-up evaluation concerns our commitment to provide evidence regarding the effectiveness of this innovative approach to training educators concerning vocational counseling. Moreover, we anticipate collecting cost data so as to provide a frame of reference for making empirically based cost effective statements.

THE RESPONSE - 2

Also utilizing funds provided by the High Priority Education Project, the University of South Florida has prepared a proposal which involves a curriculum revision approach to providing elementary teacher trainees with the necessary world of work knowledges and skills.

Project Title

Practical Arts for Elementary Teachers

Project Description

The elementary school practical arts program has been highly recognized for its contribution to the educational attainment of children when implemented by informed and prepared teachers. However, many elementary teachers are

unaware of the potential learning possibilities inherent in practical arts education. It makes other subject matter more relevant to the interest and needs of children. Planned and organized practical arts experiences can help motivate pupils to read, write, compute, visualize, and relate to academic subject areas.

If such meaningful experiences are to be provided by classroom teachers, they must be given an opportunity to acquire the techniques, knowledge, skills, and representative applications. This project will provide such an opportunity for selected potential elementary teachers with practical arts experiences as a common learning relating to a variety of academic disciplines.

Relation of the Project to the Goals of the High Priority Education Project

Sub-goal 2 -- This project is designed to improve attitudes, knowledge, and competencies of potential elementary teachers with respect to practical arts education, and will be accomplished through course modification, as provided for by the High Priority Education Project.

Specific Objectives

The purpose of this program is to assist prospective elementary teachers in becoming more aware of career opportunities within the world of work and educational offerings within their community, state and nation. More specific objectives of the program are:

1. TO provide prospective elementary teachers with the opportunity to become more knowledgeable about practical arts, as it relates to the interdisciplinary procedure appropriate to elementary education.
2. TO provide prospective elementary teachers with the opportunity to attain skills and knowledge essential to the interdisciplinary approach.
3. TO encourage prospective elementary teachers to become more active in providing elementary activities with educational experiences through additional individual and group activities in practical arts.
4. TO encourage prospective elementary teachers to become more active in gathering and distributing career information.
5. TO develop in prospective elementary teachers desired attitudes toward practical arts and the process of interdisciplinary education.

Specific Procedures

This is a six-quarter program designed for the preparation of elementary school teachers who will acquire knowledge in the methods and content of a practical arts interdisciplinary approach to teaching. Teacher educators from the disciplines of Reading, Language Arts, Mathematics, Science, Social Studies,

and Practical Arts Education shall be designated as a team for educating a selected group of students. One of these teachers will be chosen as the team coordinator. The team approach is presently being used by the Department of Elementary Education at the University of South Florida. This project will provide an additional faculty member who will be knowledgeable and skilled in the area of practical arts education.

The program will be carried out in two phases.

1. Phase I - Staff orientation.

2. Phase II - Student learning experiences provided through teaching methods laboratory, and classroom laboratory experiences in selected elementary schools.

Specific Evaluation Procedures

1. Behavioral changes in the cognitive and affective domains to be assessed by pretest and post test.
2. Collect data from participants after they complete program to assess the feeling and attitudes of participants regarding the use of the interdisciplinary approach.
3. Regular classroom teachers will provide information as to the usefulness of the interdisciplinary approach to learning.

Dissemination Plan

1. Copies of final report submitted to the Board of Regents will be provided upon request.
2. The Vocational Research and Evaluation staff of the Florida Department of Education will be furnished copies of the report.
3. ERIC Clearinghouse will be furnished a copy.
4. Copies will be distributed to the College of Education staff at the University of South Florida.

THE RESPONSE - 3

As previously noted, HB 3896 includes in its priorities training, in-service and recruiting projects for vocational teachers. The Cooperative Training Model proposed by Florida Atlantic University describes one approach to the problem; an alternative approach is the focus of a proposal submitted by Florida Technological University. Florida Technological University is in the process of developing both a vocational education and counselor education program. Initial planning, conducted under the auspices of the High Priority Education Project, has resulted in the specifications for a vocational education program which will serve the related needs of counselors and support personnel.

Project Title

The Development of a Vocational-Technical-Adult Education Program for Teachers and Guidance Counselors

Project Description

At present Florida Technological University has neither a Vocational-Technical Adult Program nor a Counselor Education Program, which presents a unique opportunity to develop a prototype program unfettered by the strictures usually encountered. This project is meant to develop and implement these programs. Courses will be developed and offered at the undergraduate and graduate level which emphasize the development of a learning environment which stimulates knowledge and appreciation of the importance of introspective decision making in Vocational/Career areas. During the two year duration of this grant all undergraduate and graduate students will have access to courses developed during the grant period as one of the options in the core. Graduate level offerings will be designed with attention to the needs of in-service teachers. An additional sequence of courses will be developed and implemented to provide needed educational experiences for in-service teachers and supervisors at several certification levels, with two summer workshops featuring intensive exposure to the most recent and viable expertise being featured.

Concurrent and equal attention will be given to the development and implementation of a Counselor Education Program which gives equitable attention to both academic counseling and vocational-technical-adult education counseling. Undergraduates will have access to courses pointed towards career development education as a part of the core. Graduate degree seeking students and in-service teachers will have access to a well balanced meld of academic and vocational-technical-adult education offerings. In addition to normally offered experiences, attention will be given to the practical implications of socio economic facts of life to counselors. Graduate and in-service teachers will also have opportunities to participate in specially designed summer workshops for in-service counselors.

An additional dimension of the project is the identification and continuous training of paraprofessionals for Guidance and Vocational-Technical-Adult Education Programs.

Relation of the Project to the Goals of the High Priority Education Project

Sub-goal 1 -- Summarization of comments, reports, and suggestions presented at the symposium held in March, 1971, indicated the need for a primary thrust in two areas. First, guidance counselor education should give more equitable attention to vocational-technical-adult education while continuing to serve academic counseling needs.

Second, attention should be given to producing teachers who are adequately prepared to present career development activities in all grade levels--K-12. Other areas identified for action include:

1. Preparation of paraprofessionals (any mature person that can relate with young people in vocational education).
2. Upgrading and retaining employed counselors.

3. Developing county plans for in-service education.
4. Developing training for health and other public service areas.
5. Initiating action type research or administrative structure for vocational education and other matters such as entrance requirements, proficiency requirements, etc.

Specific Objectives

1. TO initiate the planning and implementation of a prototype Vocational-Technical-Adult and Counselor Education program containing the following identifiable components:

    a. Innovative course(s) concerned with vocational-technical-adult opportunities and data.
    b. Survey data concerning vocational-technical market locally and nationally.
    c. A dissemination program for in-service teachers and counselors designed to emphasize materials and techniques for improving vocational and technical teacher counseling.

2. TO outline for future development counseling and teaching strategies designed to enhance technical and vocational teaching and counseling at the elementary and secondary level in terms of:

    a. data available.
    b. value in terms of individual student, teacher and/or counseling.

3. TO develop an evaluation program containing statistical analysis, feedback, and dissemination components which are deemed applicable and appropriate by authorities in the fields of Vocational-Technical-Adult and Counselor Education.
4. TO write a survey of pertinent literature which contains data dealing with innovative approaches in adult, technical, and vocational education.
5. TO survey experts in the field of Vocational-Technical-Adult and Counselor Education. A written report will be developed which stresses common thematic applications and differences of opinion between the literature and experts.
6. TO devise a function analysis description for the project director who will direct final planning and implementation of the Counselor Education program.
7. TO outline strategies and procedures to be followed in the development of the Vocational-Technical-Adult and Counselor Education programs.
8. TO develop an outline of specific course suggestions for the Vocational-Technical-Adult and Counselor Education programs.
9. TO develop and implement a proposal and outlines of suggested strategies and procedures for an in-service components in Vocational-Technical-Adult and Counselor Education.
10. TO develop and implement a suggested guideline, and a P.E.R.T. chart for implementation of the program.

11. TO develop and make available career development education for all undergraduate and graduate students.
12. TO develop and implement a planned program in Vocational-Technical-Adult Education for in-service teachers which will meet or exceed current certification requirements.
13. TO develop and implement a program to select and train paraprofessionals in Guidance and Vocational-Technical-Adult Education.
14. TO subject the program to continuous evaluation and disseminate information and results to all concerned groups and individuals.

Specific Procedures

Following grant approval a project director will be appointed to insure a positive interface between the guidance, vocational-technical-adult and existing programs. The director will assemble necessary staff, software, and hardware to implement the stated objectives. Specific tasks to be pursued include:

1. Development of appropriate sequences of study and securing corollary hardware and software.
2. Organizing schedules of activities for in-service.
3. Organizing and implementation of workshops.
4. Selecting and training paraprofessionals.
5. Securing and utilizing necessary expertise.
6. Administering evaluation procedures.
7. Disseminating information.
8. Providing leadership for continuation of efforts.

Implementation of the goals of the project is dependent upon the most pressing needs of the school systems in the six county service area of Florida Technological University and the recommendations of the symposium. The goals relate to three components: the counselor training component, the college student career development knowledge component, and the professional development of vocational teachers component.

Specific Evaluation Procedures

Statistical Analysis

The data concerning the vocational technical market will be subjected to factor analyses as well as cross tabulation. It is anticipated that the information gathered locally when reduced to common parameters will be beneficial in planning specific course procedures.

Specific experiments will be designed to index the effects of proposed procedures. Multiple criterion measures will be necessary; therefore the multivariate linear model will be incorporated.

Feedback

A principal result of project planning will be the development of a periodic feedback procedure. In a sense the effectiveness of the program

will be assessed in this manner. This will be data of a judgmental nature and will be gathered from those directly and indirectly involved in the project (participants, faculty, industry, etc.). The information collected will be standardized so that repeated measures would assess any predominant trends resultant from the program.

Dissemination Plan

Since the dissemination of occupational information is a most important aspect of the program, an evaluation of the procedures utilized will be necessary. Standardized instruments will be designed to determine (1) whether the information is reaching the target population and (2) what effect it is having.

Specific Dissemination Plan

1. Dissemination will include a progress report of the stated objectives of the project.
2. The content of the training components, including evaluation of the model for the counselor career development program, college student career development knowledge and professional development of vocational teachers will be made available to interested outsiders. Written evaluation will be disseminated to professional educators in the State of Florida, and to faculty and administrators in the six county service area of Florida Technological University.
3. An outline of the skills and concepts to be learned will be a major part of the fiscal report.
4. Specification of student and faculty activities, as these relate to on-the-job effectiveness, will be evaluated and included in the written dissemination document.
5. Evaluation of the total instructional system in terms of relevant student growth, and feedback from school system officials will be secured in written form.
6. A log of the comments of interested outsiders will be maintained and included in the progress report.

THE RESPONSE - 4

Again, the need for properly-trained counselors and support personnel is strongly emphasized by many informed sources (HB 3893; HB 3896; The Florida State Plan - Part III, 5.1; the SCOPE Report-Recommendations 24, 25, 26). Consequently, one of the major areas of current concern involves the training and utilization of occupational specialists. Two plans have been received by the High Priority Education Project dealing with complementary strategies for meeting this need. The first (RESPONSE 4) proposes a center for the identification and training of such personnel. The second (RESPONSE 5) proposes the development of a model for their training and utilization at the elementary level.

Project Title

A Center for the Coordination of Planning, Identification and Training of Occupational Specialists

Project Description

This project is designed to bridge the gap between present guidance counselor training programs and the need for occupational information specialists.

It appears that duties and responsibilities of present school counselors as well as the usual overwhelming pupil-counselor ratio disallows the vocational-occupational career-bound student from obtaining necessary counseling, guidance, and information.

In compliance with legislative mandate for providing appropriate occupational counseling and information, Florida Atlantic University proposes to establish a center to function as a catalysis, clearing house, planning agent and implementor of new and alternate paths.

The center will consist of professionals on the Florida Atlantic University staff who will spend a major portion of their time working with county school officials, industrial and business personnel and university counselor trainers in efforts to determine their specific problems and needs and how these may be resolved in the light of stated goals by the legislature.

Ways and means of meeting specific school district needs will vary in the light of available personnel at the local level and the amount and extent of training necessary to produce functional adjuncts to the local schools.

Plans will be necessary for the implementation of this legislative pronouncement in terms of:

1. Types of individuals identified for specialists' roles.
2. Previous training and experience of individuals.
3. Needed training for new role.
4. Length of training.
5. Location of training.
    a. local level
    b. university
6. Source of training.
    a. local guidance counselors
    b. university counselor training program
7. Who will evaluate programs, personnel?
8. What criteria will be applied?
9. Does training lead toward full certification in the future?
10. If this is career oriented, what are ultimate goals (career opportunity)?
11. Should trainees be identified by school, school system or university?
12. Should school districts be encouraged to employ occupational specialists or regularly certified counselors with new training?

Relation of the Project to the Goals of the High Priority Education Project

Sub-goal 1-D -- Proposes to develop a new program for the identification and training of occupational specialists.

Specific Objectives

1. TO establish a sound and functional rationale for vocational guidance and counseling in the schools of Florida.
2. TO develop selection procedures and processes for school districts to utilize in identifying individuals for the vocational specialists' roles.
3. TO determine appropriate training requirements for the vocational specialists.
4. TO determine where training might best take place.
5. TO consult with school districts in aiding them to examine new roles in vocational and occupational guidance.
6. TO develop a handbook for dissemination to school districts and universities which describes plans, procedures, selection criteria, and training program format required to provide the state with comprehensive vocational information.

Specific Procedures

The Division of Guidance and Counseling in conjunction with the Curriculum Development Center at Florida Atlantic University will assume the major responsibility for administering this project; however, the total College of Education will provide the necessary support for its proper conduct. Since the problem under consideration is basically one of curriculum, the entire array of specialties within the college will coordinate their efforts for the administration of this project.

1. The procedure will first require the determination as to where the state is presently in terms of training requirements and how do graduate counselors perform on the job.
2. A determination will need to be made to ascertain where the shortage of counselors exists and why.
3. A survey of business and industry in selected locales will be necessary to determine the types of information regarding the world of work and employment opportunities.
4. Vocational guidance requirements will be examined in a number of colleges to help assemble a complete set of information needed to prepare a model for training and function.
5. Analyze course content and experiences in on-going training programs to determine (a) what might be deleted and (b) what might be added or re-emphasized to develop more relevant training programs.
6. Determine alternatives for training individuals to function as vocational specialists even though their background is widely varied.

Specific Evaluation Procedures

The present problem in meeting guidance needs in Florida has undergone considerable assessment and evaluation in order to arrive at the decision of utilizing alternate procedures. This same type performance-base criteria will prevail throughout the conduct of this project. The center will be concerned with effective answers to specific questions and problems.

Objectives of this proposal may further be stated:

1. To poll a sampling of schools in different type school systems to determine what a sound vocational guidance approach should be.
2. Interview potential vocational specialists identified by school districts to establish base line criteria for initial personnel selection.
3. Assess potential vocational specialists in terms of appropriate minimal entry courses (experience).
4. Evaluate the local setting in comparison to other settings for purposes of identifying the most appropriate training location.
5. Assess sample schools and locales to ascertain if community-business-industry participants might develop a team approach in group vocational guidance.
6. Survey the present university offerings in courses and experiences in order to develop measuring instruments to assess alternate training components.

Dissemination Plan

A major objective of this project is to develop and provide a handbook that will be useful to school districts and universities over the state in providing relevant information in meeting the demands for vocational guidance programs. The handbook will detail the information gathered and set forth suggestions and recommendations for:

a. personnel identification and selection
b. alternate means for training
c. types of training
d. length and sequence of training
e. alternate approaches to the problem (community-teams)
f. ways of evaluating relevancy of present vocational guidance program as well as new approaches.

The handbook will be distributed to all Florida school systems and universities with guidance training programs. The state department of education will be furnished with an additional supply for their own distribution.

THE RESPONSE - 5

The above proposal implicitly deals with the utilization of occupational specialists at the secondary level; RESPONSE 5 deals exclusively with their utilization at the elementary level.

Project Title

Developing a Model for the Role and Preparation of the Occupational Specialist in the Elementary School

Project Description

The project has essentially four phases. Phase One involves the formation of advisory and evaluation committees to work with the project investigators and with the research assistants. It is assumed that involvement leads to commitment. Thus, on-going involvement by the members of these committees, all of whom occupy key positions in the twelve-county area served by the University of South Florida, is viewed as crucial to the ultimate realization of project goals and objectives. Phase Two consists of reviewing appropriate literature, and Phase Three deals with the development and on-going evaluation of a model for the role and preparation of the occupational specialist in the elementary school. Phase Four includes the dissemination and final reaction-evaluation of the model. The project will provide valuable input to the current elementary counselor preparation program at the University of South Florida.

Relation of the Project to the Goals of the High Priority Education Project

Sub-goal 1-D -- The first project goal is to develop a new program for the preparation of occupational specialists in the elementary school.

Sub-goal 6 -- The second project goal is to inform and motivate administrators, teachers and community.

Specific Objectives

1. TO prepare a four-page booklet which describes a model for the role and preparation of the occupational specialist in the elementary school.
2. TO inform selected individuals in the State of Florida of this model through its dissemination.
3. TO motivate the recipients of the booklet to read and react to it.

Specific Procedures

1. Identify and secure commitments from seven individuals from the twelve counties served by the University of South Florida who occupy such positions as: director of guidance, director of vocational education and director of elementary education from public school systems, junior college administrator, elementary school counselor, community action leader, and Representative in the State Legislature. These seven will constitute the Advisory Committee to the project.
2. Schedule the first meeting of the Advisory Committee for September 14, 1971, at which time the dates for seven additional meetings will be set.
3. Identify and secure commitments from individuals representing the seven counties in the University of South Florida service area which are not already represented on the Advisory Committee (Charlotte, DeSoto, Hardee,

Hernando, Highlands, Manatee and Pasco Counties). These individuals will be occupying positions comparable to those held by the members of the Advisory Committee and will constitute the Evaluation Committee of the project. A member of the State Legislature will also serve on this committee. Mr. T. Terrell Sessums, Representative from the 65th District and Chairman of the House Education Committee, has agreed to serve on the Evaluation Committee.

4. Schedule the first meeting of the Evaluation Committee for Tuesday, November 30, 1971, at which time the dates for two additional meetings will be set. The meetings will be arranged so that the Evaluation Committee's first two meetings are each preceded by three sessions of the Advisory Committee. The Advisory Committee then has one meeting before the final joint meeting of both committees.
5. Identify and secure commitments from the two project research assistants, one full-time and one part-time. These positions are now filled.
6. Identify and invite three consultants, each to meet with the Advisory Committee at one of its meetings, and one consultant to meet with the Evaluation committee at its second meeting. Three of the consultants are nationally known in their respective areas of vocational guidance for children, the use of para-professionals in vocational guidance and the use of career development materials with children. The fourth is known as a critical student of the field. These consultants have been identified and have agreed to work with the project.
7. Review pertinent literature under such headings as the following (and others suggested by the Advisory Committee):

    a. vocational guidance in the elementary school;
    b. the role and preparation of para-professionals in education;
    c. the role and preparation of personnel similar to occupational specialists (the career community aide in Detroit, for example);
    d. the role and preparation of the elementary school counselor;
    e. current programs and practices in the area of vocational guidance for children in schools and community agencies.

8. Identify and secure samples of career development materials used with children.
9. Develop the role model of the occupational specialist, including descriptions of such items as:

    a. background and personal characteristics;
    b. duties and responsibilities;
    c. relationship to the elementary counselor.

10. Develop the preparation model for the occupational specialist, including such items as:

    a. necessary knowledge and skills;
    b. the role of the university, junior college, elementary school and the community in the model.

11. Prepare a four-page 8 1/2" by 11" booklet describing the model of the role and preparation of the occupational specialist in the elementary school. The booklet will contain a brief summary of the project's procedures and a list of recommended career development materials.

This booklet should be ready by April 14, 1972.

12. Secure bids from various printers and select the one which the Advisory Committee feels will do an attractive job for a reasonable price. Have 10,000 copies printed.
13. Disseminate the booklet with an attached postpaid postal card to the following personnel in the State of Florida: county superintendents, elementary school principals, directors of guidance, vocational education, and elementary education in school system, appropriate junior college administrators and teachers, elementary school counselors, representatives from university counselor education programs, community action groups, the Board of Regents and representatives from the State Department of Education and State Legislature. The State Department of Education will assist in identifying these personnel.
14. Request the recipients of the booklet to indicate on a postpaid postal card their general reaction and the degree of their motivation toward thinking and action.
15. Tabulate the postal card responses, prepare the final report on the project and forward to the Board of Regents on June 14, 1972. The writing of the final report will begin on April 17, 1972, and the tabulation of postal card responses on June 1, 1972.

Specific Evaluation Procedures

1. The Advisory Committee will provide a continual evaluation of the work of the project staff during the course of eight meetings, from September 14, 1971, to April 13, 1972. The project staff will prepare materials for each meeting of the Advisory Committee for its critical evaluation.
2. The Evaluation Committee will provide the basic source of evaluation through its series of three meetings with the project staff, beginning on November 30, 1971, and ending on April 13, 1972. This committee's task is specifically defined as that of evaluating the work of the Advisory Committee as well as that of the project staff at the mid-way point in the development of the model and again at the end.
3. The four consultants will not only provide information and insights to the committees and project staff, but they will react to the role and preparation model at its stage of development at the time of their visit.
4. The postpaid postal card accompanying the booklet being sent to hundreds of people will provide an opportunity for expressing a general reaction, as well as some indication of whether or not the respondents were motivated toward thinking and action about the role and preparation of the occupational specialist in the elementary school

Dissemination Plan

The dissemination of the booklet, which is really the outcome of the current project, is such an integral part of the project that it is discussed above under SPECIFIC PROCEDURES, points 11 through 15.

THE RESPONSE - 6

The University of North Florida has also submitted an innovative proposal which involves a systems approach to the development of their teacher

training program. Their goal is to have a performanced-based teacher education system for all curriculum areas, including vocational education. However, as the project also deals with areas beyond the goals of the High Priority Education Project, this project will be eligible for partial funding only.

Project Title

Development and Use of a Systems Approach for Teacher Preparation

Project Description

The administrators of the College of Education perceive the requirements for increased efficiency and effectiveness on a long range basis to be in the development of teachers able to apply knowledges and skills which respond to the needs of students. Consistent with this goal, the administrators of the College of Education have committed themselves to create a systems approach for the preparation of school personnel on a long range basis which includes planning, developing, implementing, and evaluating a master management program and which assures the development of graduates who are able to respond to the broad needs of learners. A second priority goal of the College of Education is, as part of their master planning strategy, to involve public school systems and community representatives as part of the master planning strategy. The achievement of this goal will provide for continuity between the University and four neighboring public school systems in developing programs best designed to fulfill the needs of learners on a basis which assures continuous change for improvement.

This proposal requests funds for interim development phases for the period July 1, 1971 through September, 1972 in the accomplishment of the long range objectives for the College of Education as presented previously. During the interim period designated, a four phase program would be implemented to include: 1. skills development for a management planning team, 2. the development of a master planning strategy and its implementation, 3. skills development for the instructional staff, and 4. the application of skills by the faculty in the beginning development of instructional strategies for implementation when the College of Education opens in September of 1972. Thus, this project, when funded, would provide for outside assistance in planning, in the acceleration of the employment of the initial instructional staff, the training of the staff, and the beginning of instructional system design processes. Integral to the initial management planning process would be involvement of key public school officials from the four county school systems as part of the management planning task force.

Relation of the Project to the Goals of the
High Priority Education Project

This request for support for the interim period between July 1, 1971 and September, 1972 involves all phases of the Current Activities Inventory. Specifically, it will involve projects designed to improve attitudes, knowledges, and competencies with respect to planning, designing, and implementing instructional learning sequences. Elementary, secondary, health and physical

education, and vocational teachers are primary concerns in the initial skills training phase, while the training of counselors is planned for the second phase of the college's development.

Specifically, the proposal deals primarily with development of new courses and programs for use in the fall of 1972 following skills training of the instructional faculty during the period between July of 1971 and September, 1972. Emphasis will be given to the preparation of teachers for the field of vocational education.

Specific Objectives and Evaluation

The project performance objectives for the interim development period July 1, 1971 through September, 1972 as requested in this proposal are as follows:

1. To develop a management planning task force composed of representatives from the College of Education and school systems who, upon completion of an intensive in-service training program in systems management, skills and knowledges, will display required competencies, and will design and implement the master planning strategy for phases through September, 1972. Successful achievement of the stated objective will be evaluated by (a) predictable achievement of terminal performance training objectives integral to the SAFE Training Program for Educational Managers and (b) the development by the task force of a master planning document which meets minimum requirements for a successful planning, programming, budgeting, evaluating system model for implementation.
2. The planning, designing, implementation, evaluation, and revision of a management plan for selection, recruitment, and employment of qualified instructional faculty meeting the minimum requirements established within the master planning strategy developed by the management task force in Phase I. Evaluation of the success of this management plan will be derived as part of the initial master planning strategy completed in Phase I.
3. To develop a task force of 32 educational faculty members of the College of Education by July of 1972 with measurable competencies for the design of instructional systems which assures predictable achievement for learners consistent with plans for implementation. Achievement of this objective will be evaluated by the successful accomplishment by each of the 32 trainees of the terminal performance objectives for the SAFE System for Instructional System Designers. These latter terminal performance criteria relate both to knowledge and skill requirements and product development requirements applied in the development of sample instructional system products as part of the initial SAFE training program.
4. The planning, designing, development, implementation, and evaluation of a management planning document by each of the individual participants as members of various disciplines within the College of Education for (a) selected, given curriculum objectives stated in performance terms and products to be developed within any specified discipline, (b) the initiation and completion of curriculum analysis processes, (c) plans for curriculum design and development and

(d) the completion of instructional sequences ready for implementation upon the commencement of operation in September of 1972. The quantity of products, to be developed following training from July, 1972 to September of 1972, will of necessity be limited by the time constraint which prevails.

Specific Procedures

1. Program Planning - Planning sessions with department chairmen and public school directors followed by their in-depth training in system planning methods from July 1, 1971 to September 1, 1971. The output from this training should be the initial master planning documents outlining the broad systems approach for the College of Education.
2. Program Planning - Implementation. From September 1, 1971 until June 30, 1972, program planning with department chairmen and directors will continue. Preparation for the training of the entire instructional staff of the College of Education and selected instructional staff from the public school systems will be made. The recruitment management plan will be implemented resulting in the staffing of the five departments of the College of Education. Instructors from the public school system will be identified, selected, and recruited for the summer, 1972 training session.
3. In-service training of staff and instructors, and preparation of instructional systems for field testing for the total faculty will take place from July 1, 1972 until September 1, 1972.

Dissemination Plan

The nature of this project proposal allows for communication of its merits by involvement and many opportunities for input. A new College of Education in a new university is designing its master operation plan by actively obtaining the involvement of representatives of the approximately seven thousand teachers in Clay, Duval, Nassau, and St. Johns Counties. Through questionnaires, school visits, news releases, conferences, interviews, faculty meetings, and informal discussions, this audience of professionals will be well acquainted with the plans of the College of Education prior to the opening of the University in September, 1972.

This program will produce evidence of accountability which will be useful for publicity purposes generally, but especially for the Department of Education as it seeks models which demonstrate measurable results of investments in education.

In addition, it is anticipated that many requests will be made relative to the total program and to specific disciplines in the college. Appropriate brochures and other information will be sent to those who inquire about the program. Furthermore, it is anticipated that innovators within the program will write and speak about their success in this venture.

## The Public School System (8-17)

### The School Districts (8)

The school districts were directly affected by at least three sections of 1970 legislation: HB 3893, HB 3895 and HB 3898. HB 3895 mandates that each school district employ a director of vocational education to administer a district-wide programs in vocational education. HB 3898 requires school districts to provide minimum counseling services at both the elementary and secondary levels. In an attempt to provide a viable strategy for implementation of this bill, the legislature also passed HB 3893; HB 3893 permits the utilization of occupational specialists to fill up to 50% of the counseling positions available in a district.

### The Public School System (9-17)

#### THE NEED - VOCATIONAL GUIDANCE (EMPHASIS ON THE DISADVANTAGED)

In addition to legislation directly addressed to the school districts, numerous recommendations have been made concerning the public schools served by these districts, also aimed at improving vocational education and vocational guidance. The Florida State Plan (Part I, 3.26-2) gives a priority to instruction designed to familiarize persons with the broad range of occupations for which special skills are required and the requisites for careers in such occupations. It also (Part I, 5.1) gives a high priority to fulfilling the needs of the disadvantaged, as does HB 3896. HB 3896 additionally makes specific recommendations for introductory vocational activities at the middle school level. The SCOPE Report further emphasizes this need in Recommendation 23, which states that in order for a student to acquire broad exposure to occupational alternatives prior to the necessity for selecting a post-high institution, courses relating to the world of work, career guidance, and industrial orientation be included as an integral part of the educational process at the secondary and pre-secondary levels.

#### THE RESPONSE - 1

A proposal has been submitted by the University of Florida whose theme encompasses two high priority need areas, namely, vocational counseling and the disadvantaged.

#### Project Title

An Approach to Vocational Guidance and Counseling of the Disadvantaged

#### Project Description

The project, "An Approach to Vocational Guidance and Counseling of the Disadvantaged," is divided into three phases. Each of the phases is designed to cover a calendar year.

The populations sampled will be:

1. 8th through 12th grade pupils. Dropouts within this same age range.
2. Junior college, vocational-technical students, new college students.
3. Unemployed up to age 70.
4. Employed up to the same age limit.

The sample, while cross-sectional, will give some indications of longitudinal trends. Furthermore, while the study will be done in a specific community, results should have wide general use in this state. (Cross validation would be needed for areas that are markedly different, however, e.g., the large industrial centers.)

Results of Phases I and II would be used by the project staff, the steering committee, and consultants to develop a model for vocational guidance in the school. Major features of this model would include:

1. An approach (or approaches) to individual counseling particularly adapted for help to the disadvantaged.
2. Group work, ranging from small group counseling to large group guidance approaches, designed for the particular task.
3. Materials and techniques for providing occupational information. This aspect would involve methods and strategies for presenting information, e.g., files, computer terminals, audio and video tapes, field trips, and consultants. It would also cover materials, such as printed and recorded information films, photographs, and the like, including pupil-prepared materials. Most importantly, however, it would involve <u>when</u> and <u>under what conditions</u> information would be provided.
4. Utilization of counselor aides and occupational specialists.
5. Plans for working with teachers, particularly vocational education teachers.
6. Plans for working with parents.
7. Plans for working with community agencies, such as the Employment Service.

<u>Relation of the Project to the Goals of the High Priority Education Project</u>

Sub-goal 4 -- This project relates to Item IV of the <u>Current Activities Inventory--New Concept of Role and Functions of Counselors</u>. Results of the study should provide new ways for the counselor to work with individuals and groups, as well as strategies for all of the school's activities to facilitate vocational development and choice. Vocational education, either during high school or in post-high school settings, will play a major role in plans and decisions of pupils helped by the project services.

<u>Specific Objectives</u>

1. The preparation of a summary and synthesis of vocational guidance and counseling practices for the disadvantaged in schools, demonstration projects, and community projects.

2. The preparation of a summary of significant research on vocational guidance and counseling of the disadvantaged.
3. Comprehensive, in-depth data about the vocational development, including factors that facilitate or impede it, of a sample of the disadvantaged from ages 14 to 40.
4. Development of rationale and guidelines for the counselor's work with individuals and groups.
5. A plan for the use of occupational information in the schools, including when, under what conditions, with whom, what types of materials, and how.
6. Strategies for working with teachers to enable them to contribute to the vocational development of pupils.
7. Guidelines for use of counseling aides and occupational specialists.
8. A rationale and techniques for working with parents to facilitate pupils' vocational development and choice.
9. Plans and policies for working with community agencies.

The ultimate objectives of this project are:

1. TO contact every disadvantaged pupil in the school.
2. TO maintain contact with these pupils until they have entered, and have been successful in, a suitable school program.
3. TO maintain contact with pupils until they have made a suitable decision about an occupation, including making plans for needed post-high school training.
4. TO contact dropouts and maintain contact until suitable occupational choices, including plans for needed training, have been made.

## Specific Procedures

### Phase I

1. Review ERIC, Department of Labor, U. S. Office of Education Publications, and other sources to locate related projects. Obtain descriptions of these projects. Visits, by staff members, to selected projects.
2. Review and synthesis of research on topics related to the project. The focus here is on research other than evaluation of projects covered in "1." Sources such as ERIC, Psychological Abstracts, would be used.
3. Preparation of written summaries, including references, of the results of "1" and "2".
4. Preparation of data gathering instruments, essentially "interview guides", for the collection of data about vocational development. Preparation of these guides would include plans for use of computers, the training of interviewers, and the preliminary try-out of these guides.
5. Selection of the sample to be interviewed in Phase II.
6. Establishing of a steering committee which would include representatives of the school and community, as well as the project staff.

Phase II

1. Identification and location of those to be included in the interview sample.
2. Training of interviewers. "Practice Runs." (It is anticipated that some students in counselor education will participate in a limited way for laboratory experiences. The project staff, however, will do the bulk of the work.)
3. Interviews.
4. Summary and interpretation of data.
5. Utilization of interview data, and data obtained in Phase I, to construct the model for the school vocational guidance and counseling service.
6. Completion of plans for implementing the model in a school the next year.
7. Preparation of evaluation instruments and procedures.
8. Staffing the vocational guidance and counseling service.

Phase III

1. Orientation of school staff, pupils, parents and others.
2. Operation of the vocational guidance and counseling plan. (It is anticipated that a limited number of students in counselor education will participate for practicum and internship experiences.)
3. Regular meetings of the steering committee for evaluation of progress and planning needed modifications.
4. Final evaluation.
5. Preparation of report. Dissemination of results.

Specific Evaluation Procedures

1. A system for evalution will be set up to collect and analyze the following data:
   a. The number of disadvantaged pupils in the school.
   b. The number contacted by the project staff.
   c. The specific help that each received.
   d. The "suitability" of the program selected. ("Suitability" will be based upon the best available criteria, e.g., teachers' ratings, psychological assessment, self-reports, pupils' success and satisfaction.)
   e. The "suitability" of the occupation selected. ("Suitability" criteria same as above.)
   f. What the individual is doing one year after completion of post-high school training (if taken), relation to plans made in school, degree of satisfaction, and degree of success.
   g. For "drop outs", the same sorts of data will be collected.
2. Two types of "controls" will be used:
   a. The suitability of vocational plans of disadvantaged made during the previous year in the "project" school, the number who dropped out, and the number who entered "suitable" training.

4. educational interests.
5. occupational interests.
6. social interests.

B. Knowledge of Environment

Each student participating in the junior high simulation will increase his knowledge of:

1. high school graduation requirements.
2. curriculum choices available at his local high school (e.g. business, technical, college preparatory, etc.)
3. occupations for which various high school curriculums prepare students.
4. training requirements at different occupational levels.
5. economic rewards at different occupational levels.
6. social rewards at different occupational levels.
7. social groups (clubs, organizations, etc.) and activities that are available to him.

C. Attitudes

Each student participating in the junior high simulation will feel that:

1. school achievement (consistent with his abilities) is important.
2. his high school program is relevant to his future goals.
3. his occupational goals are relevant to his personal needs and interests.
4. he can accomplish his occupational goals.

D. Actions

Each student participating in the junior high simulation will be able to:

1. choose independently a high school curriculum.
2. choose a high school curriculum that is consistent with his ability.
3. choose a high school curriculum that is consistent with his occupational interests.
4. choose an occupational level that is consistent with his abilities.
5. choose an occupational area that is consistent with his interests.

Elementary School Simulation

Stating specific objectives (expected outcomes) of the elementary simulation will be one of the activities associated with the construction of the simulation. Generally, these objectives will include acquisition of information, attitudinal learning, and overt behavioral actions. The specific-objectives will be stated in the same form as the objectives for the junior high simulation and will become the objectives to be researched in this project.

## Specific Procedures

### Phase I

This phase will last 12 months and will include: a) field testing and researching of the junior high simulation, b) construction of the elementary simulation, c) a follow-up study. The specific procedures are stated below:

1. The junior high simulation will be tried with small samples (10-20) of eighth and ninth grade students from a local school. The samples will include slow readers, average readers, and above average readers for the purpose of revising the simulation materials so they are both readable and comprehensable to that population.
2. Instruments and other techniques of measuring the stated objectives of the junior high simulation will be identified and/or devised.
3. A standardized approach for using the junior high simulation will be identified and adopted to reduce contamination in the research.
4. At least six Florida junior high schools will be secured for field testing the simulation and teachers and counselors in the schools will be trained in the use of the simulation activity.
5. The junior high simulation will be run simultaneously in at least three more Florida junior high schools with randomized control and experimental groups in each school. All objectives will be measured, the results will be analyzed, and a report will be written.
6. A replication of the preceding experiment will be conducted in at least three more Florida junior high schools. At the same time a follow-up study will be conducted with all students participating in the first experiment. Reports will be written for both the experiment and the follow-up.
7. A comprehensive final report will be written describing the procedures and results of the junior high field testing.
8. An elementary level (fifth and sixth grade) simulation will be constructed by: a) identifying the career development needs of this population, b) writing specific objectives, c) designing the simulation, and d) writing the materials.

### Phase II

This phase will last 12 months and includes: a) identifying and researching parameters that will maximize the effects of the junior high simulation, b) field testing and researching the elementary simulation, c) follow-up studies. The specific procedures are stated below:

1. The elementary simulation will be tried with small samples (10-20) of fifth and sixth grade students from a local school. The samples will include slow readers, average readers, and above average readers for the purpose of revising the simulation materials so they are both readable and comprehensible to that population.
2. Instruments and other techniques of measuring the stated objectives of the elementary simulation will be identified and/or devised.

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Dean, College of Education
University of Maryland
College Park, Maryland

Dean, College of Education
University of Massachusetts
Amherst, Massachusetts

Dean, College of Education
University of Michigan
Ann Arbor, Michigan

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[2]Known to have a relevant program.

Dean, College of Education
University of Minnesota
Minneapolis, Minnesota

Dean, College of Education
Mississippi State University
State College, Mississippi

Dean, College of Education
University of Missouri
Columbia, Missouri

Dean, College of Education
University of Montana
Missoula, Montana

Dean, College of Education
Universiby of Nebraska
Lincoln, Nebraska

Dean, College of Education
University of Nevada
Reno, Nevada

Dean, College of Education
University of New Hampshire
Durham, New Hampshire

Dean, College of Education
Rutgers University
New Brunswick, New Jersey

Dean, College of Education
University of New Mexico
Albuquerque, New Mexico

Dean, College of Education
New York State University
Albany, New York

Dean, College of Education
New York University
New York, New York

Dean, College of Education
University of North Carolina
Chapel Hill, North Carolina

Dean, College of Education
University of North Dakota
Grand Forks, North Dakota

Dean, College of Education
Ohio State University
Columbus, Ohio

Dean, College of Education
University of Oklahoma
Norman, Oklahoma

Dean, College of Education
University of Oregon
Eugene, Oregon

Dean, College of Education
Pennsylvania State University
University Park, Pennsylvania

Dean, College of Education
University of Rhode Island
Kingston, Rhode Island

Dean, College of Education
University of South Carolina
Columbia, South Carolina

Dean, College of Education
University of South Dakota
Vermillion, South Dakota

Dean, College of Education
University of Tennessee
Knoxville, Tennessee

Dean, College of Education
University of Texas
Austin, Texas

Dean, College of Education
University of Utah
Salt Lake City, Utah

Dean, College of Education
University of Vermont
Burlington, Vermont

Dean, College of Education
University of Virginia
Charlottesville, Virginia

Dean, College of Education
Washington State University
Pullman, Washington

Dean, College of Education
West Virginia University
Morgantown, West Virginia

Dean, College of Education
University of Wisconsin
Madison, Wisconsin

Dean, College of Education
University of Wyoming
Laramie, Wyoming

## Innovative Projects[3]

Mr. Albert Kilpatrick
San Bernardino Valley College
San Bernardino, California 92403

"Richmond Plan"*
Center for Technological Education
San Francisco State
San Francisco, California 94117

Mr. Don Stephenson
Contra Costa College
San Pablo, California 94806

Dr. Norman Eisen*
Director of Educational Services
Whittier Union High School District
Whittier, California 90606

Dr. Helen Cook*
Atlanta Public School System
Atlanta, Georgia 30303

Department of Education*
West Georgia College
Carrollton, Georgia 30117

Dr. Alice S. Gordon*
City of Chicago Public School System
Chicago, Illinois 60601

Mr. Robert Illingworth
Director of Student Personnel
Scott Campus
Eastern Iowa Community
1829 State Street
Bentendorf, Iowa 52722

Dr. Robert Frank
University of Northern Iowa
Ceader Falls, Iowa 50613

Project ABLE*
c/o Quincy Vocational Technical
High School
Quincy, Massachusetts 02169

Dr. Thomas Christensen*
Worcester Public School System
Worcester, Massachusetts 01601

Dr. E. M. Drews
Department of Education
Michigan State University
East Lansing, Michigan 48823

Dunwoody Industrial Institute
818 Wayzata Boulevard
Minneapolis, Minnesota

Dr. Rachel Leonard
Olson Junior High School
1607 - 51st Avenue, North
Minneapolis, Minnesota

Dr. Margaret Blain
Director, Introduction to Vocations
New Jersey Division of Vocational
Education
Trenton, New Jersey

Dr. William Febkins
Bay Shore High School
Bay Shore, New York 11706

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[3]As indexed in Lorraine Hansen's Career Guidance Practices in School and Community, 1969.

"Industrial Horizons"
Akron Public School System
Akron, Ohio 44308

Dr. Anne S. Pruitt*
Cleveland Board of Education
Cleveland Public School System
Cleveland, Ohio 44114

Center for Research and Leadership Development in Vocational and Technical Education*
Ohio State University
190 North Oval Drive
Columbus, Ohio 43210

Project PACE*
Dayton Public School System
Dayton, Ohio 45402

Market Street School*
586 E. Market Street
Warren, Ohio 44481

Experimental Career Development Project
Abington Public School System
Abington, Pennsylvania 19001

New Models in Career Guidance
Washington Vocational Technical High School
169 - 40th Street
Pittsburgh, Pennsylvania 15201

Brillion Public School System
315 South Main Street
Brillion, Wisconsin 54110

Innovative Programs[4]

Serramonte High School
131 Westmoon Avenue
Daly City, California 94015

San Lorenzo Valley Unified School District
P. O. Box 488
Felston, California 95018

Oberon Junior High School
7300 Quail Street
Arvada, Colorado 80002

South Junior High School
406 North Weber Street
Colorado Springs, Colorado 80902

Orchard Hill Junior High School
88 Bassett Road
North Haven, Connecticut 06473

The Board of Public Instruction
County of Polk
Bartow, Florida 33830

Nova High School
3600 S. W. 70th Street
Fort Lauderdale, Florida 33314

Planation Senior High School
6901 N. W. 16th Street
Fort Lauderdale, Florida 33313

Evanston Township High School
1600 Dodge Avenue
Evanston, Illinois 60204

Illinois State Normal University High School
University Street
Normal, Illinois 61761

Roosevelt Junior High School
14th & Broadway
Pittsburg, Kansas 66762

Wichita Public Schools, AVTS
Central Building
324 North Emporia
Wichita, Kansas 67202

[4]As indexed by Innovative Programs in Industrial Arts, 1970.

Earle B. Wood Junior High School
Bauer Drive
Rockville, Maryland 20853

Montgomery Hills Junior High School
1000 Woodside Parkway
Silver Spring, Maryland 20910

MacDonald Middle School
1601 Burcham Drive
East Lansing, Michigan 48823

St. Paul Public Schools
District #625
Industrial Arts Department
716 City Hall
St. Paul, Minnesota 55102

Jefferson Junior High School
R. D. #7
Columbia, Missouri 65201

Hardin Junior High School
St. Charles, Missouri 63303

Board of Education of the City of
New York
131 Livingston Street
Brooklyn, New York 11201

Cincinnati City Schools
230 East Ninth Street
Cincinnati, Ohio 45202

Roosevelt Junior High School
1171 Lee Road
Cleveland Heights, Ohio 44118

Dayton City School District
408 Sandalwood Drive
Dayton, Ohio 45406

Shiloh Junior High School
2203 Grantwood
Parma, Ohio 44134

Warrensville City School District
4270 Northfield Road
Warrensville Heights, Ohio 44128

West Carrollton Senior High School
5833 Student Street
West Carrollton, Ohio 45449

Greenville Junior High School
Greenville, Tennessee 37743

Mary Walker School District
Springdale, Washington 99173

Unified School District, No. 1
2230 Northwestern Avenue
Racine, Wisconsin 53404

Edmonton Public School Board
No. 7
8744 Eighty-Ninth Avenue
Edmonton, Alberta
CANADA

Medicine Hat High School
#76
345 - 11 Street, S. E.
Medicine Hat, Alberta
CANADA

## Commercial Producers of Instructional Materials

General Programmed Teaching
P. O. Box 402
Department #4
Palo Alto, California

Radio Corporation of America
RCA Instructional Institute
530 University Avenue
Palo Alto, California

Regional Career Information Center
Department of Education
San Diego County
6401 Linda Vista Road
San Diego, California

Mr. John Coulson
Systems Development Corporation
2500 Colorado Street
Santa Monica, California 90406

ERIC Clearinghouse on Instructional
Media & Technology
Stanford, California 94306

Mr. Richard Myrick
Performance Research, Inc.
919 - 18th Street, N. W.
Washington, D. C.

McKnight & McKnight
Ft. #66 at Towanda Avenue
Bloomington, Illinois 61701

Rand-McNally
P. O. Box 7600
Chicago, Illinois

Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

General Learning Corporation
5454 Wisconsin Avenue
Bethesda, Maryland

International Business Machine, Inc.
Rockville, Maryland

Interactive Learning Systems, Inc.
1616 Soldiers Field Road
Boston, Massachusetts 02135

Mr. Clark C. Abt
Abt Associates, Inc.
Cambridge, Massachusetts

Edu-craft, Inc.
6475 Dubois
Detroit, Michigan

3M Company
McKnight Road
St. Paul, Minnesota

Educational Technology
140 Sylvan Avenue
Englewood Cliffs, New Jersey 07632

Westinghouse Learning Corporation
Albuquerque, New Mexico

Chronicle Guidance Publications
Moravia, New York 13118

Mr. John H. Humphrey
Crowell, Collier and MacMillian
866 Third Avenue
New York, New York 10022

McGraw Hill Company
330 West 42nd Street
New York, New York 10036

Mr. Thomas F. Gilbert
Praxis Corporation
47 West 105 Street
New York, New York

L. W. Singer Company
501 Madison Avenue
New York, New York

Guidance Associates
Pleasantville, New York

Kodak Corporation
Rochester, New York

Xerox Corporation
Xerox Square
Rochester, New York

Educational Progress Corporation
8538 East 41st Street
Tulsa, Oklahoma 74145

Compasc
1911 North Fort Meyer Drive
B-1
Arlington, Virginia 22209

APPENDIX D-2

CONTACT LETTERS TO NON-STATE UNIVERSITY

SYSTEM OF FLORIDA PERSONNEL

APPENDIX D-2

CONTACT LETTERS TO NON-STATE UNIVERSITY
SYSTEM OF FLORIDA PERSONNEL

February 16, 1971

The Board of Regents is currently engaged in gathering and analyzing data on projects concerned with vocational education and vocational guidance. Enclosed is a copy of a form which lists all areas of concern; we are interested in current or planned courses, programs, projects, etc., which relate to any of those areas.

Please send information on any activities in your college which would be of interest to us. If you have any questions please feel free to call 904/599-5476 collect.

Thank you,

Lorraine R. Gay, Project Director
High Priority Education Project

LRG/hv

Enclosures

February 16, 1971

The Board of Regents is currently engaged in gathering and analyzing data on projects concerned with vocational education and vocational guidance. Enclosed is a copy of a form which lists all areas of concern; we are interested in current or planned courses, programs, projects, etc., which relate to any of those areas.

Please send information on any activities in your schools which would be of interest to us. If you have any questions please feel free to call 904/599-5476 collect.

Thank you,

Lorraine R. Gay, Project Director
High Priority Education Project

LRG/hv

Enclosure

February 16, 1971

The Board of Regents is currently engaged in gathering and analyzing data on projects concerned with vocational education and vocational guidance. Enclosed is a copy of a form which lists all areas of concern; we are interested in current or planned courses, programs, projects, etc., which relate to any of those areas.

We have been favorably impressed by your entry in Lorraine Hansen's CAREER GUIDANCE PRACTICE'S IN SCHOOL AND COMMUNITY and think your program deserves our serious attention.

Please send any information or materials you may have; we will be happy to remit if requested to do so. Please feel free to call 904/599-5476 collect, if you have any questions.

Thank you,

Lorraine R. Gay, Project Director
High Priority Education Project

LRG/hv

Enclosure

February 19, 1971

The Board of Regents is currently engaged in gathering and analyzing data on projects concerned with vocational education and vocational guidance. Enclosed is a copy of a form which lists all areas of concern; we are interested in current or planned courses, programs, projects, etc., which relate to any of those areas.

Please send information on any activities in your state which would be of interest to us. If you have any questions please feel free to call 904/599-5476 collect.

Thank you,

Lorraine R. Gay, Project Director
High Priority Education Project

LRG/hv

Enclosure

March 1, 1971

The Board of Regents is currently engaged in gathering and analyzing data on projects related to vocational education and vocational guidance. Enclosed is a copy of a form which lists all areas of concern; we are interested in current or planned courses, programs, projects or activities which relate to any of those areas. Please check activities with which you are involved and indicate how many if possible. Also, we would greatly appreciate it if you would send any printed material you may have related to those activities.

We will be compiling all information received and producing a summary document. A copy of this document will be sent to all persons who contributed to it. Please, if you have any questions, call 904/599-5476, collect.

Thank you.

Sincerely,

Lorraine R. Gay, Project Director
High Priority Education Project

LRG/hv

Enclosure

March 10, 1971

The response to our request for information on vocational education and vocational guidance programs has been overwhelming. So much so that we are pursuing the matter further in order to have a complete picture concerning activities across the nation.

We would appreciate it if you would complete the enclosed Current Activities Inventory by simply checking categories where programs exist and indicating how many if possible. We would also greatly appreciate it if you would send any printed materials related to those programs or activities.

We will be compiling all information received and producing a summary document. A copy of this document will be sent to all persons who contributed information to it. Please, if you have any questions, call 904/599-5476, collect.

Thank you.

Sincerely,

Lorraine R. Gay, Project Director
High Priority Education Project

LRG/hv

Enclosure

March 10, 1971

Thank you so much for responding to our request for information on vocational education and vocational guidance programs. The response has been so overwhelming that we have decided to pursue the effort further. We would greatly appreciate it if you would send us any printed materials you may have concerning the activities you have checked on the Current Activities Inventory (see enclosed copy). We will be happy to remit if requested to do so.

We will be compiling all information received and producing a summary document. A copy of this document will be sent to all persons who contributed information to it. Please, if you have any questions, call 904/599-5476, collect.

Thank you.

Sincerely,

Lorraine R. Gay, Project Director
High Priority Education Project

LRG/hv

Enclosure

# APPENDIX E

## GUIDELINES FOR SMALL SPECIAL PROJECTS

APPENDIX E

GUIDELINES FOR SMALL SPECIAL PROJECTS

All proposals must include the following:

1. Cover sheet (see enclosure 1).

2. Abstract (see enclosure 2).

3. Project Description - a brief summary.

4. Relation of Project to Goals - Indicate to which category on the CURRENT ACTIVITIES INVENTORY (see enclosure 3) the proposed project relates and how.

5. Specific Objectives.

6. Specific Procedures.

7. Specific Evaluation Procedures - Evaluation procedures must relate to objectives.

8. Time by Activity Chart - Indicate when each activity will begin and end (see enclosure 4 for a sample chart).

9. Budget.

Items 3-7, collectively, are not to exceed five pages in length. Any additional material should be attached as an appendix or exhibit material.

TITLE

INSTITUTION
Department

_____ to _____
(starting date) (ending date)

Amount _____
(Total Funds Requested)

Principal Investigator _____
(Name)

_____
(Signature)

Approved _____ Dean
(Name)

_____ _____
(Signature) (Date)

*Comments in parenthesis are not to appear on cover sheet.

PRINCIPAL INVESTIGATOR _____ TITLE _____

INSTITUTION _____ DEPARTMENT _____

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE _____

_____

PROJECT DESCRIPTION _____

_____

RELATION OF PROJECT TO GOALS* _____

_____

_____

PROJECT OBJECTIVES

1. _____
2. _____
3. _____

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. _____
2. _____
3. _____

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. _____
2. _____
3. _____

*As specified on CURRENT ACTIVITIES INVENTORY

NAME _____ TITLE _____

INSTITUTION _____ DEPARTMENT _____

*CURRENT ACTIVITIES INVENTORY

| PROJECT GOALS | 1 CURRENT | 2 PLANNED | 3 NEEDED |
|---|---|---|---|
| I. Develop New Courses or Programs | | | |
| G. Additional | | | |
| A. Elementary Teachers | | | |
| B. Secondary Teachers | | | |
| C. Counselors | | | |
| D. Occupational Specialists | | | |
| E. Industrial Arts Teachers | | | |
| F. Introductory Vocational | | | |
| II. Course Modification | | | |
| III. Fusion of Academic and Vocational Curricula | | | |
| IV. Development of New Concept of Role and Function of Counselors | | | |
| V. Develop Job Placement Capabilities Within the Public School System | | | |
| VI. Inform and Motivate** | | | |
| A. Administrators | | | |
| B. Teachers | | | |
| C. Parents | | | |
| D. Community | | | |
| E. Students | | | |
| F. All | | | |

*Projects designed to improve attitudes, knowledge and competencies with respect to vocational education
**Concerning Vocationally Oriented Programs

ACTIVITIES SEQUENCE FOR HIGH PRIORITY EDUCATION PROJECT

| Activity | Oct. | Nov. | Dec. | Jan. | Feb. | March | April | May | June |
|---|---|---|---|---|---|---|---|---|---|
| Orientation | | | | | | | | | |
| Plan Formulation | | | | | | | | | |
| Development of Interview Instrument | | | | | | | | | |
| Scheduling of Interviews | | | | | | | | | |
| Interview Data Collection | | | | | | | | | |
| Data Synthesis | | | | | | | | | |
| Analysis of Needed Projects | | | | | | | | | |
| Determination of Alternate Strategies | | | | | | | | | |
| Determination of Proposal Criteria | | | | | | | | | |
| Analysis of Funding Needs | | | | | | | | | |
| Preparation of Report for the Legislature | | | | | | | | | |
| Preparation of Final Report | | | | | | | | | |

# APPENDIX F

## PROJECT DESCRIPTION ABSTRACTS

APPENDIX F

PRINCIPAL INVESTIGATOR Dr. John Feirer TITLE Project Director

INSTITUTION Florida Atlantic University DEPARTMENT College of Education

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE A Junior College--Florida Atlantic University Cooperative Training Model for Vocational-Industrial Arts Teachers

PROJECT DESCRIPTION A program to identify ways of utilizing existing institutions, equipment and students to develop a new teacher force of highly competent vocationally-oriented industrial arts teachers.

RELATION OF PROJECT TO GOALS* To provide a new cadre of badly needed vocational-industrial arts teachers for Florida schools

PROJECT OBJECTIVES: TO

1. Prepare competent vocational oriented industrial arts teachers for south Florida as well as develop a model for future cooperative training programs.
2. Identify high school students for career channeling through JC-FAU training program in vocational-industrial arts education.
3. Utilize present equipment in JC's, tech schools, etc. for training rather than building additional shops and laboratories.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Develop the total program on a systems basis
2. Include all JC training in total curriculum
3. Develop cooperative stance between the University, Junior Colleges, and Tech schools.

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. The identification of and enrollment of vocational-industrial arts majors in the JC.
2. Assessment of graduates on-the-job in terms of relevant training
3. Assessment of career student attitude during senior university program as compared to other transfer students.

*As specified on CURRENT ACTIVITIES INVENTORY

PRINCIPAL INVESTIGATOR Dr. Joseph B. Cook TITLE Assistant Professor, Community College Education

INSTITUTION Florida Atlantic University DEPARTMENT College of Education

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE A Model for the Development of Vocational Guidance Through Occupational Field Experiences

PROJECT DESCRIPTION The project is designed to alter attitudes of community college and high school counselors toward occupational-vocational careers through on-the-job experiences.

RELATION OF PROJECT TO GOALS* A vital need today in education is to provide relevant and realistic guidance for students in the vocational-industrial-business fields - a priority concern of the legislature.

PROJECT OBJECTIVES

1. To provide in-depth field experiences for in-service counselors at the community college and high school levels.
2. To develop better public relations between students, school personnel, industry and universities.
3. To develop a training model for university guidance and counseling departments.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Develop materials, schedules, work units, and seminars in systemized manner to provide an effective change agent.
2. Place participants in a variety of work experiences with positive leadership.
3. Utilize media for reinforcement (produce a TV sequence).

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. Utilize standard instruments for pre- post-testing.
2. Utilize media (TV) pre- post- to demonstrate observable change.
3. Ultimate changes of behavior as measured through occupational choices of students.

*As specified on CURRENT ACTIVITIES INVENTORY

PRINCIPAL INVESTIGATOR Dr. Duncan N. Hansen TITLE Director

INSTITUTION Florida State University DEPARTMENT Computer-Assisted Instruction Center

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE A Computer-Managed Instruction Training Model for Vocational Counseling for Teachers at Colleges of Education

PROJECT DESCRIPTION The production, evaluation, revision, and dissemination of vocational guidance learning modules for teachers in training in the State of Florida's University System, utilizing individualized computer-managed instruction.

RELATION OF PROJECT TO GOALS* BOR priorities for new instructional programs, flexibility for integration within existing courses, and appropriate fusion of academic and vocational curricula will be fulfilled; new role and function concepts of educators, job placement capabilities within the public school system, and positive motivation of educators and students concerning vocational education will be promoted.

PROJECT OBJECTIVES

1. Production of 53 learning modules to develop new attitudes and skills in vocational counseling for teachers in training.
2. Field, cost effective, and technological evaluation of the modules.
3. Demonstration and dissemination of the CMI modules.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Module production according to systems approach model for development of instructional materials.
2. Field tests, revision, and cost analyses will be performed.
3. Demonstration and dissemination presentation models will be developed.

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. Systems model features of behavioral objectives, criterion test items, and attitude measures will be employed.
2. Cost effectiveness analyses will be performed.
3. Consultant critiques and demonstration feedback information will be utilized.

*As specified on CURRENT ACTIVITIES INVENTORY

PRINCIPAL INVESTIGATOR E. L. Tolbert TITLE Associate Professor

INSTITUTION University of Florida DEPARTMENT Counselor Education

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE An Approach to Vocational Guidance and Counseling of the Disadvantaged

PROJECT DESCRIPTION A three-stage study, utilizing results of other research and demonstrations, and data on local disadvantaged persons' career development to construct a model for guidance and counseling.

RELATION OF PROJECT TO GOALS* This project comes under "Current Activities Inventory" Item IV--Development of New Concept of Role and Function of Counselors.

PROJECT OBJECTIVES

1. To summarize available data on vocational guidance and counseling for disadvantaged.
2. To identify career development problems of local disadvantaged.
3. To construct and try out a model for vocational guidance and counseling of the disadvantaged.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Review research and evaluate demonstration project on this problem.
2. Interview a sample of disadvantaged persons.
3. Try out the model in a local school.

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. Assess success in reaching all disadvantaged in the school.
2. Assess suitability of training plans made.
3. Assess suitability of occupational decisions made.

*As specified on CURRENT ACTIVITIES INVENTORY

PRINCIPAL INVESTIGATOR Richard H. Johnson TITLE Assistant Professor

INSTITUTION University of Florida DEPARTMENT Counselor Education

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE MOLD: Making of Life Decisions

PROJECT DESCRIPTION The development and research of career decision-making simulation activities (called MOLD) for use with junior high and elementary students.

RELATION OF PROJECT TO GOALS* Fusion of Academic and Vocational Curricula (Section III) and Inform and Motivate both Teachers and Students (Section VI, B and E).

PROJECT OBJECTIVES

1. To develop and research a simulation activity to train junior high students in the process of career decision-making.
2. To construct, develop, and research a simulation activity to train elementary students in the process of career decision-making.
3. To train teachers and counselors in the use of career decision-making simulation activities.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Phase I: Field test, refine and research junior high simulation/construction of elementary simulation/follow-up studies.
2. Phase II: Parameter research with junior high simulation/field test, refine and research elementary simulation/follow-up studies.
3. Phase III: Parameter research with elementary simulation/follow-up studies.

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. Experimentation in Florida public Schools with both simulations.
2. Measurement of all simulation objectives following each experiment.
3. Follow-up studies with students who participated in experiments.

*As specified on CURRENT ACTIVITIES INVENTORY

PRINCIPAL INVESTIGATOR Dr. Page Talley TITLE Head, Guidance & Counseling

INSTITUTION Florida Atlantic University DEPARTMENT College of Education

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE A Center for the Coordination of Planning, Identification and Training of Occupational Specialists.

PROJECT DESCRIPTION The center will provide service to school districts in implementing and responding to occupational specialist requirements.

RELATION OF PROJECT TO GOALS* This project is a realistic approach to aiding school districts as well as other institutions of higher education in relating to pressing vocational and occupational orientation needs of the state.

PROJECT OBJECTIVES

1. To provide a sound rationale and approach to occupational information dissemination.
2. To define ways of identifying appropriate personnel for the position of occupational specialists.
3. To devise ways of providing training either directly or through certificated counselors.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Set up Center to bring together school authorities, vocational and industrial personnel and university personnel.
2. Plan a systematic approach to identifying specific local needs.
3. Coordinate activities over the state in order to produce the best possible solution to the state's problems.

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. Determine the gap between occupational needs of students and the world of work in specific locales.
2. Assess individuals and their training needs in terms of specific skills in relating to youth.
3. Assess the present counselors in the light of determining the necessary additional vocational skills.

*As specified on CURRENT ACTIVITIES INVENTORY

PRINCIPAL INVESTIGATORS Dr. William K. Bott, Professor; Dr. Edward E. Panther, Assistant Professor

INSTITUTION University of South Florida DEPARTMENT Education--Guidance

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE "Advanced Training in Vocational Guidance for Practicing Counselors"

PROJECT DESCRIPTION The purpose of the project is to design and conduct a 12 quarter hour, one-year irstructional program with related on-the-job experience for the purpose of providing additional preparation in vocational guidance for fifteen practicing school counselors. Participants will design a program for their school to be carried out the year following the instructional program.

RELATION OF PROJECT TO GOALS This project falls under project goal "1", "Develop new courses or programs," item "C", counselors.

PROJECT OBJECTIVES

Participants will increase their knowledge in two major areas relating to
1. vocational guidance, theories of vocational and career development, and information systems in guidance.
2. Participants will be able to critically evaluate their own vocational guidance programs.
3. Participants will design and conduct an improved vocational guidance program in their school.

SPECIFIC PROCEDURES

A twelve quarter hour instructional program will be designed and conducted
1. during the academic year, 1971-72.
Participants will complete projects designed to evaluate their own vocational
2. guidance programs.
Participants will re-design vocational guidance programs for their school,
3. including evaluation procedures, during the instructional phase. They will implement these programs during the 1972-73 school year.

EVALUATION PROCEDURES

1. The outcomes of the instructional program will be evaluated by objective examinations over content material. Projects completed during this phase will be evaluated in reference to guidelines developed for these projects.

2. Reports of on-location activities will be submitted by participants and evaluated according to guidelines. Project staff will make on-location visits for purpose of additional evaluation.

PRINCIPAL INVESTIGATOR Ernest G. Berger TITLE Associate Professor

INSTITUTION Florida State University DEPARTMENT Industrial Arts and Vocational Education

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE Pre-Vocational Education and Guidance for Florida's Disadvantaged Youth (Project: Encounter - '71)

PROJECT DESCRIPTION This is a three phase program spanning three years leading to the development and evaluation of (1) a reproducible pilot project, (2) a teacher-training program, (3) a statewide long range program serving major problem centers or areas.

RELATION OF PROJECT TO GOALS Project addresses itself to satisfying identified needs through development of relevant curricula, methodology and services for Florida's disadvantaged youth.

PROJECT OBJECTIVES

1. The project directors will engage in the design and development and evaluate a model demonstration occupational and vocational guidance program for the State of Florida.
2. Design and develop a teacher training program to disseminate the findings of the prototype Career Development Center.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Identify and consult a variety of experts and organizations concerning the educational, occupational and life problems of disadvantaged youth.
2. Utilize their recommendations in developing new occupational curricula, methodologies, and teacher training services that will best attack the problems of Florida's disadvantaged youth.
3. Establish a pilot center in Leon County to evaluate and disseminate materials developed.
4. Expand program into a statewide system of Career Development Centers to be located in designated problem cities.

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objective have been met

1. Utilize outside team of evaluators to determine effectiveness of program at the conclusion of each phase of activity. Team would consist of administrators, teachers, parents, community representatives and students.

PRINCIPAL INVESTIGATOR James W. Selman TITLE Associate Professor

INSTITUTION University of South Florida DEPARTMENT Adult & Vocational Education

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE Practical Arts for Elementary Teachers

PROJECT DESCRIPTION If meaningful experiences are to be provided by classroom teachers, they must be given an opportunity to acquire the techniques, knowledge, skills and representative applications. This project will provide such an opportunity for selected potential elementary teachers with practical arts experiences as a common learning relating to a variety of academic disciplines.

RELATION OF PROJECT TO GOALS This project falls in Project Goals Classification II--Course Modification

PROJECT OBJECTIVES

To provide prospective elementary teachers with the opportunity to become more

1. knowledgeable about practical arts, as it relates the interdisciplinary procedure appropriate to elementary education.
2. To provide prospective elementary teachers with the opportunity to attain skills and knowledge essential to the interdisciplinary approach.
3. To encourage elementary teachers to become more active in providing elementary activities with educational experiences through additional individual and group activities in practical arts.

To encourage elementary teachers to become more active in gathering and

4. distributing career information.

To develop desired attitudes toward practical arts and the process of inter-

5. disciplinary education.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Phase I - Staff Orientation.
2. Phase II - Student learning experiences provided through teaching methods laboratory (EDE 440 as modified by planning grant) and classroom laboratory experiences in selected elementary schools.

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

Behavioral changes in the cognitive and affective domains to be assessed by

1. pretest and post test.

Collect data from participants after they complete program to assess the feeling

2. and attitudes of participants regarding the use of the interdisciplinary approach.

Regular classroom teachers will provide information as to the usefulness of the

3. interdisciplinary approach to learning.

PRINCIPAL
INVESTIGATOR Dr. Vernon E. Moeller TITLE Assistant Professor

INSTITUTION Florida State University DEPARTMENT Counselor Education

PROJECT
TITLE Vocational Planning and Decision Making Among Non-College Bound Students of High Intellectual Ability: An Assessment of Selected Relevant Factors with Implications and Recommendations for the Training and Practice of Counselors and Occupational Specialists

PROJECT DESCRIPTION ABSTRACT

Studies have indicated that 40 percent of secondary school students who rank in the upper third of their class in academic ability move directly in the world of work after graduation, often into jobs requiring skills and aptitudes considerably below their ability. It has also been shown that this group of students is oftentimes lacking in an adequate understanding of their aptitudes and the occupational information upon which to base occupational decisions.

The purpose of this research proposal is to request funds under the High Priority Education Project to investigate vocational plans and decision making among non-college bound secondary school students of high intellectual ability. In an examination of the selected factors relevant to occupational planning among this population, implications and recommendations for the training and practice of counselors and occupational specialists will be presented.

PRINCIPAL INVESTIGATOR Dr. Robert Cowgill TITLE Assistant Dean

INSTITUTION Florida Technological Univ. DEPARTMENT College of Education

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE A Grant for the Development of a Vocational-Technical-Adult Education Program for Teachers and Guidance Counselors.

PROJECT DESCRIPTION At present Florida Technological University has neither a Vocational-Technical Adult Program nor a Counselor Education Program, which presents a unique opportunity to develop a prototype program unfettered by the strictures usually encountered. This project is meant to develop and implement these programs.

An additional dimension of the project is the identification and continuous training of paraprofessionals for Guidance and Vocational-Technical-Adult Education Programs.

RELATION OF PROJECT TO GOALS (1) Develops new courses or programs which are needed for: (a) Elementary teachers, (b) Secondary teachers, (c) Counselors, (d) Occupational Specialists, (e) Industrial arts teachers and (f) Introductory vocational. (2) Fuses academic and vocational curricula. (3) Develops a new concept of the role and function of counselors. (4) Develops job placement capabilities within the public schools system. (5) Informs and motivates: (a) Administrators, (b) Teachers, (c) Parents, (d) Community, and (e) Students.

PROJECT OBJECTIVES

1. To develop and implement a Counselor Education Program which gives equitable attention to both academic and Vocational-Technical-Adult Programs.
2. To develop and make available Career Development Education for all undergraduate and graduate students.
3. To develop and implement a planned program in Vocational-Technical-Adult Education for in-service teachers.
4. To develop and implement a program to select and train paraprofessionals in Guidance and Vocational-Technical-Adult Education.
5. To subject the program to continuous evaluation and dissemination.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Development of appropriate sequences of study and securing hardware and software
2. Organizing schedules or activities for in-service.
3. Organizing and implementing workshops.
4. Selecting and training paraprofessionals.
5. Securing and utilizing necessary expertise.
6. Administering evaluation procedures.
7. Disseminating information.
8. Providing leadership for continuation of efforts.

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. Statistical Analysis: The data concerning the vocational technical market will be subjected to factor analyses as well as cross tabulation.
2. Feedback: This will be data of a judgmental nature and will be gathered from those directly and indirectly involved in the project (participants, faculty, industry, etc.).

PRINCIPAL INVESTIGATOR Dr. Raymond Patouillet
Mrs. Billie Henry TITLE Professor
Consultant, Elementary Guidance, (DOE)

INSTITUTION University of South Florida DEPARTMENT Guidance Program,
College of Education

## PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE "Developing a Model for the Role and Preparation of the Occupational Specialist in the Elementary School"

PROJECT DESCRIPTION The project has essentially four phases. Phase One involves the formation of advisory and evaluation committees to work with the project investigators and with the research assistants. Phase Two consists of reviewing appropriate literature, and Phase Three deals with the development and on-going evaluation of a model for the role and preparation of the occupational specialist in the elementary school. Phase Four includes the dissemination and final reaction-evaluation of the model.

RELATION OF PROJECT TO GOALS The project goal is to develop a new program for the preparation of occupational specialists in the elementary school and to inform and motivate administrators, teachers and community. These individuals are further identified under SPECIFIC PROCEDURES, point 4, below. Thus, the project relates to categories I.D. and VI. A., B. and D. on the CURRENT ACTIVITIES INVENTORY.

PROJECT OBJECTIVES

To prepare a four-page booklet which describes a model for the role and preparation of the occupational specialist in the elementary school.

1. To inform selected individuals in the State of Florida of this model through its dissemination.
2. To motivate the recipients of the booklet to read and react to it.
3. 

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Secure adequate space in the University of South Florida to house the project and the collected material. University authorities are prepared to assist in the endeavor if the project is approved.
2. Constitute representative advisory and evaluation committees to work with the project investigators and with the research assistants.
3. Review pertinent literature (vocational guidance, the use of paraprofessionals, current programs, practices and materials, for example, with special reference to the elementary school).

4. Disseminate the description of the model to county superintendents, elementary school principals, directors of guidance, vocational education, and elementary education in school systems, appropriate junior college administrators and teachers, elementary school counselors, representatives from university counselor education programs, community action groups and representatives from the State Department of Education and Florida Legislature.

5. Request the recipients of the booklet to indicate on a postpaid postal card their degree of motivation toward thinking and action.

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. Constitute a representative evaluation committee which will meet twice with the project investigators during the development of the model and once at its completion.

2. Invite nationally recognized authorities to meet with the Advisory Committee and ask them to evaluate the project during its development.

3. Enclose a postpaid postal card with the model at the time of its dissemination, requesting responses to short-answer, evaluative type questions.

PRINCIPAL
INVESTIGATOR Andrew A. Robinson TITLE Assistant Dean of Education

INSTITUTION University of North Florida DEPARTMENT College of Education

## PROJECT DESCRIPTION ABSTRACT

PROJECT
TITLE Development and Use of a Systems Approach for Teacher Preparation

PROJECT
DESCRIPTION The College of Education is committed to create a systems approach for the preparation of school personnel on a long range basis which includes planning, developing, implementing, and evaluating a master management program assuring the development of teachers who are equipped to be responsive to the needs of students.

RELATION OF
PROJECT TO
GOALS This request involves all phases of the Current Activities Inventory. Specifically, it will involve projects designed to improve attitudes, knowledges and competencies with respect to planning, designing, and implementing instructional sequencies.

## PROJECT OBJECTIVES AND EVALUATION PROCEDURES

1. To develop a management planning task force who will demonstrate that they possess the required competencies, skills, and knowledges necessary to plan, design, and implement the master planning strategy for phases through September, 1972--evaluated by (a) predictable achievement of terminal performance training objectives, and (b) the development by the task force of a master planning document.

2. The planning, design, implementation, evaluation, and revision of a management plan for selection, recruitment, and employment of qualified instructional faculty--evaluation derived as part of the initial master planning strategy completed in Phase I.

3. To develop a task force with measurable competencies to design instructional systems which assures predictable achievement for learners consistent with plans for implementation--evaluated by the successful accomplishment by each of the 32 trainees of the terminal performance objectives.

4. The planning, design, development, implementation, and evaluation of a management planning document by each of the individual participants.

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. Program Planning - Planning sessions followed by in-depth training of the department chairmen and directors in system planning methods.

2. Program Planning - Implementation. Preparation for the training of the entire instructional staff and selected instructional staff from the public school systems.

3. In-service training of staff and instructors and the preparation of instructional systems for field testing for the total faculty.

# APPENDIX G

## CMI CONTENT MATRIX

## TEACHER TRAINING IN VOCATIONAL GUIDANCE

APPENDIX G
CMI CONTENT MATRIX*
TEACHER TRAINING IN VOCATIONAL GUIDANCE
LEVEL I: WORLD OF WORK

| THE STUDENT PROBLEM IS: | THE PROFESSIONAL PROBLEM IS: | BASIC CONCEPTS ARE: | ROLES, ATTITUDES, AND SKILLS ARE: | DELIVERY SYSTEMS ARE: |
|---|---|---|---|---|
| lack of information on requirements and changing job market. | lack of understanding of manpower resources and shifting job markets. | 1.1.1 THE STRUCTURE AND TRENDS OF THE JOB MARKET. cycle effects, shifts in location and occupation. | 1.2.1 respond to critical questions an job market trends, counsel on need for continual retraining. | 1.3.1 command of vocational job assessment survey techniques for local manpower information system. |
| lack of information on how jobs relate: job families and career ladders. | lack of information on job requirements and job ladders. | 1.1.2 JOB FAMILIES AND CAREER LADDERS. job requirement analysis, job sequences, career hierarchies. | 1.2.2 ability to analyze job requirements and job sequences, and structure hierarchically into a career ladder; place jobs in families. | 1.3.2 organization of vocational planning and placement council, a local manpower information system, and use of local Dept. of labor reports. |
| lack of information on job families and status relationships. | professional bias against vocational career patterns. | 1.1.3 JOB STEREOTYPES AND REWARD SYSTEMS IN CAREER PATTERNS. role and options in job families; costs, risks, irreversibility; job stereotype analysis. | 1.2.3 ability to maintain dialogues on roles and options in specific job families; costs, risks in job families; analysis of job stereotypes, irreversibility. | |
| his attitudes toward job; (his potential biases by socioeconomic status and race). | | 1.1.4 HUMAN RELATIONS IN CAREER PATTERNS AND POTENTIAL; POSITIVE ATTITUDES TOWARD WORK. | 1.2.4 ability to differentiate negative and positive human relations techniques; evaluate work activities. | 1.3.3 organization of appropriate field trips, career days, classroom visits by career models; establishment of communication with community organizations (guilds, chamber of commerce, associations, etc. |

*See page 93 for project description.

CMI CONTENT MATRIX (Continued)

| THE STUDENT PROBLEM IS: | THE PROFESSIONAL PROBLEM IS: | BASIC CONCEPTS ARE: | ROLES, ATTITUDES, AND SKILLS ARE: | DELIVERY SYSTEMS ARE: |
|---|---|---|---|---|
| matching self-potential to specific career patterns. | inability to relate student ability in subject matter fields to vocational occupations rather than professions. | 1.1.5 VOCATIONAL CAREERS RELATED TO ENGLISH LANGUAGE SKILLS | 1.2.5 ability to supply examples of steps in vocational ladders related to English. | 1.3.4 local manpower information system relating job placement to English. |
| | | 1.1.6 VOCATIONAL CAREERS RELATED TO MATHEMATICS | 1.2.6 ability to supply examples of steps in vocational ladders related to Mathematics. | 1.3.5 local manpower information system relating job placement to Mathematics. |
| | | 1.1.7 VOCATIONAL CAREERS RELATED TO SOCIAL STUDIES | 1.2.7 ability to supply examples of steps in vocational ladders related to social studies. | 1.3.6 local manpower information system relating job placement to social studies. |
| | | 1.1.8 VOCATIONAL CAREERS RELATED TO SCIENCE | 1.2.8 ability to supply examples of steps in vocational ladders related to science | 1.3.7 local manpower information system relating job placement to science |
| | | 1.1.9 VOCATIONAL CAREERS RELATED TO PHYSICAL EDUCATION AND HEALTH | 1.2.9 ability to supply examples of steps in vocational ladders related to physical education and health. | 1.3.8 local manpower information system relating job placement to physical education and health. |
| | | | | |

CMI CONTENT MATRIX
TEACHER TRAINING IN VOCATIONAL GUIDANCE
LEVEL II: INDIVIDUAL POTENTIAL

| THE STUDENT PROBLEM IS: | THE PROFESSIONAL PROBLEM IS: | BASIC CONCEPTS ARE: | ROLES, ATTITUDES, AND SKILLS ARE: | DELIVERY SYSTEMS ARE: |
|---|---|---|---|---|
| lack of self-awareness of human multipotential for career alternatives. | need to recognize the nature of student differences in aptitude and interest profiles in relation to career alternatives. | 2.1.1 APTITUDE, INTEREST, PERSONALITY MEASURES, SUBJECTIVE INFORMATION, INTEGRATED PROFILE. | 2.2.1 ability to use profile information in student-parent conference to recommend career choices. | 2.3.1 organization of system of teacher career ratings for students; compilation of profile information; utilization of the para-professional in the assessment process. |
| lack of self-awareness of life style opportunities in career patterns. | lack of perception of self-concept and life style related to vocational career selection. | 2.1.2 CAREER SELECTION AND LIFE STYLE; SELF-CONCEPT AND CAREER ROLES. aspirations, characteristics (extroversion, autonomy, etc.) | 2.2.2 ability to interact in student group discussion on self-appraisal; aspirations, extroversion, autonomy, etc. | |
| barriers presented by parental views on career alternatives. | the social class stereotypes for career selection; i.e., doctor's so as electronic technician. | 2.1.3 SOCIAL CLASS BARRIERS TO CAREER SELECTION. value aspirations, costs of career education. | 2.2.3 ability to relate value aspirations, costs of career education, social class stereotypes to parent-child conference situation, ability to provide examples of exceptions to career patterns by race; factually illustrate growing equal opportunity. | 2.3.2 utilization of local information system to provide concrete examples of equal opportunity, etc., including special projects (e.g., Model Cities). |
| race and sex barriers to self-concept, aspirations, and career development. | the racial stereotype, and career potential for the disadvantaged. | 2.1.4 EQUALITY AND MULTIPOTENTIAL. race, sex, mentally and physically handicapped. | | |

CMI CONTENT MATRIX (Continued)

| THE STUDENT PROBLEM IS: | THE PROFESSIONAL PROBLEM IS: | BASIC CONCEPTS ARE: | ROLES, ATTITUDES, AND SKILLS ARE: | DELIVERY SYSTEMS ARE: |
|---|---|---|---|---|
| absence of credible reliable and sufficient sources of career advisement. | professional bias and institutional provincialism; the need for multi-source career counseling process. | 2.1.5 COUNSELING ADEQUACY AND CREDIBILITY. | 2.2.4 ability to represent different points of view to overcome bias, selective information, biased values and limited interests. | 2.3.3 organization and involvement of a community advisory committee; utilization of follow-up information from placement service; presentation of vocational developmental concepts to community group (i.e., PTA, COC, etc.). |
| subjection to parental and societal pressures to force a vocational decision as a permanent choice. | no exposure to vocational life-stage developmental concepts. | 2.1.6 VOCATIONAL DEVELOPMENT AND MATURITY: the Decision Making Process. | 2.2.5 ability to anticipate occupational changes in a hypothetical lifetime; to connect life stages to counseling situation. | |

CMI CONTENT MATRIX
TEACHER TRAINING IN VOCATIONAL GUIDANCE
LEVEL III: SYNTHESIS OF WORLD OF WORK AND INDIVIDUAL POTENTIAL

| THE STUDENT PROBLEM IS: | THE PROFESSIONAL PROBLEM IS: | BASIC CONCEPTS ARE: | ROLES, ATTITUDES, SKILLS ARE: | DELIVERY SYSTEMS ARE: |
|---|---|---|---|---|
| lack of awareness of information sources on careers | absence of knowledge of sources of career information | 3.1.1 SOURCES OF CAREER INFORMATION | 3.2.1 ability to direct student/parent to appropriate sources of career information. | 3.3.1 coordinated community resource program incorporating sources of occupational information; sources of counseling advisement, and various types of career training. |
| having no source for coordinated counseling on a complex of careers. | constrictions on collecting and updating information on counseling sources. | 3.1.2 SOURCES OF CAREER COUNSELING: school, state labor offices, vocational rehabilitation, veterans' administration, etc. | 3.2.2 ability to recommend an applicable source for specified individual counseling requirements. | |
| absence of coordinated information on a variety of career training sites. | constrictions on collecting and updating information on career training institutions. | 3.1.3 SOURCES OF CAREER TRAINING: community colleges, area vocational - technical institutes, apprentice training programs, government training programs. | 3.2.3 command of real-life training possibilities or local, national and on-the-job levels. | |

CMI CONTENT MATRIX (Continued)

| THE STUDENT PROBLEM IS: | THE PROFESSIONAL PROBLEM IS: | BASIC CONCEPTS ARE: | ROLES, ATTITUDES, SKILLS ARE: | DELIVERY SYSTEMS ARE: |
|---|---|---|---|---|
| lack of exposure to developments in vocational counseling. | lack of familiarity with new developments in vocational counseling; lack of awareness and concern for insufficiencies. | 3.1.4 SIGNIFICANCE OF VOCATIONAL COUNSELING AND TRAINING: future developments; technology, team approach, experimental schools, open school, current and future problems; legislative movements. (Willowbrook project) | 3.2.4 ability to propose innovative strategies in school vocational counseling; project future needs from current counseling needs. | 3.3.2 use follow-up studies to predict new vocational training and retraining needs on local/national levels. |
| need to participate in developing projects which affect him. | necessity for involvement in projects which involve his community. | 3.1.5 ROLE OF SPECIAL PROGRAMS: Model Cities, Title III, Adult Education, Neighborhood youth corps, work opportunity centers, opportunities industrialization centers. | 3.2.5 to suggest possible projects suitable for funding given case study to predict future. | 3.3.3 organization of search for information to write special project proposal. |
| | | | | |

# APPENDIX H

## GUIDELINES AND CRITERIA FOR MAJOR SPECIAL PROJECTS

APPENDIX H

GUIDELINES AND CRITERIA FOR MAJOR SPECIAL PROJECTS

Each proposal must include:

1. a standard cover page
2. a form abstract
3. a body section which includes the following:
   a) Project Description
   b) Statement of Relevance
   c) List of Specific Objectives
   d) List of Specific Procedures
   e) Specific Evaluation Procedures
   f) Dissemination Plan
4. a time-by-activity chart
5. a description of personnel
6. project cost estimates

1. The Cover Page - the cover page contains the information found in the sample, see Appendix A. The item labeled "additional endorsement" refers to approval by either a university administrator beyond the level of Dean or a non-university person. Additional endorsement is not required but more than one endorsement may be included. One cover page must be included with the proposal and 10 copies provided separately.

2. The Form Abstract - the abstract must be submitted on a standard form, see Appendix B. One abstract is placed after the cover page and 10 copies provided separately.

3. The Body Section - the body of the proposal describes the planning, execution, and evaluation strategies of the project. It should be concise and must not exceed 20 single-spaced typewritten pages. Additional information may be included as an appendix or exhibit material.
   Within the body section there are six parts:
   a) Project Description - this part includes a brief overview of the project's goals and activities
   b) Statement of Relevance - this part indicates to which category on the CURRENT ACTIVITIES INVENTORY (see Appendix C) the proposed project relates and tells how
   c) List of Specific Objectives - objectives must be concise and behavioral. Avoid a description of goals
   d) List of Specific Procedures - this part tells what is to be done and how. Where appropriate, a statement concerning the adequacy of the facilities should be included. This part should describe the nature and degree of community and public school involvement, if such a description is to appear in the proposal

e) Specific Evaluation Procedures - the evaluation procedures should relate directly to the objectives. It is also desirable to include a description of what provisions will be made for continual and long-term evaluation
f) Dissemination Plan - this part tells how the outcomes of the project will be communicated and to whom

4. A Time-by-Activity Chart - the chart should indicate when each procedural step will begin and end. It should be divided into major phases, and indicate which procedures will be implemented within each phase. Ten additional copies should be provided. Appendix D is a sample chart without the phases.

5. A Description of Personnel - the first page in this section must be a Personnel Salary Summary (see Appendix E). This should include all salaried project personnel as well as consultants. Ten additional copies of the Personnel Salary Summary should be included. Following the summary, all key project personnel are to be described individually. This description should include name, relation to project, title, position, percentage of time committed to project, experience, and responsibilities within the project. A brief description of other current project commitments should also be included. If one or more key personnel can not yet be identified by name, a brief job description and competencies required for the position should be included. Identified consultants who have agreed to participate should also be described; otherwise a brief description of the type of consultive assistance required should be included.

6. Project Cost Estimates - the budget should be presented on a separate page and follow a tabular format (see Appendix F). On following pages, each line entry (excluding personnel salary) should be explained by computation or narrative. Ten additional copies of the budget should be included.

APPENDIX A
COVER PAGE

TITLE

INSTITUTION
Department

_____ to _____
(starting date) (ending date)

Amount _____
(Total Funds Requested)

Principal Investigator _____ - _____
(Name) (Title)

_____ - _____
(Signature) (Date)

Approved _____ - Dean
(Name)

_____ - _____
(Signature) (Date)

Additional Endorsement _____ - _____
(Name) (Title)

_____ - _____
(Signature) (Date)

Director of Sponsored Research _____
(Name)

_____ - _____
(Signature) (Date)

*Comments in parenthesis are not to appear on cover sheet

APPENDIX B

PRINCIPAL INVESTIGATOR _____ TITLE _____

INSTITUTION _____ DEPARTMENT _____

PROJECT DESCRIPTION ABSTRACT

PROJECT TITLE _____

_____

PROJECT DESCRIPTION _____

_____

RELATION OF PROJECT TO GOALS* _____

_____

_____

_____

PROJECT OBJECTIVES

1. _____
2. _____
3. _____

SPECIFIC PROCEDURES, i.e. Strategies for Achieving Objectives

1. _____
2. _____
3. _____

EVALUATION PROCEDURES, i.e. Strategies for Assessing Degree to Which Objectives have been met

1. _____
2. _____
3. _____

*As specified on CURRENT ACTIVITIES INVENTORY

APPENDIX C

NAME _____ TITLE _____

INSTITUTION _____ DEPARTMENT _____

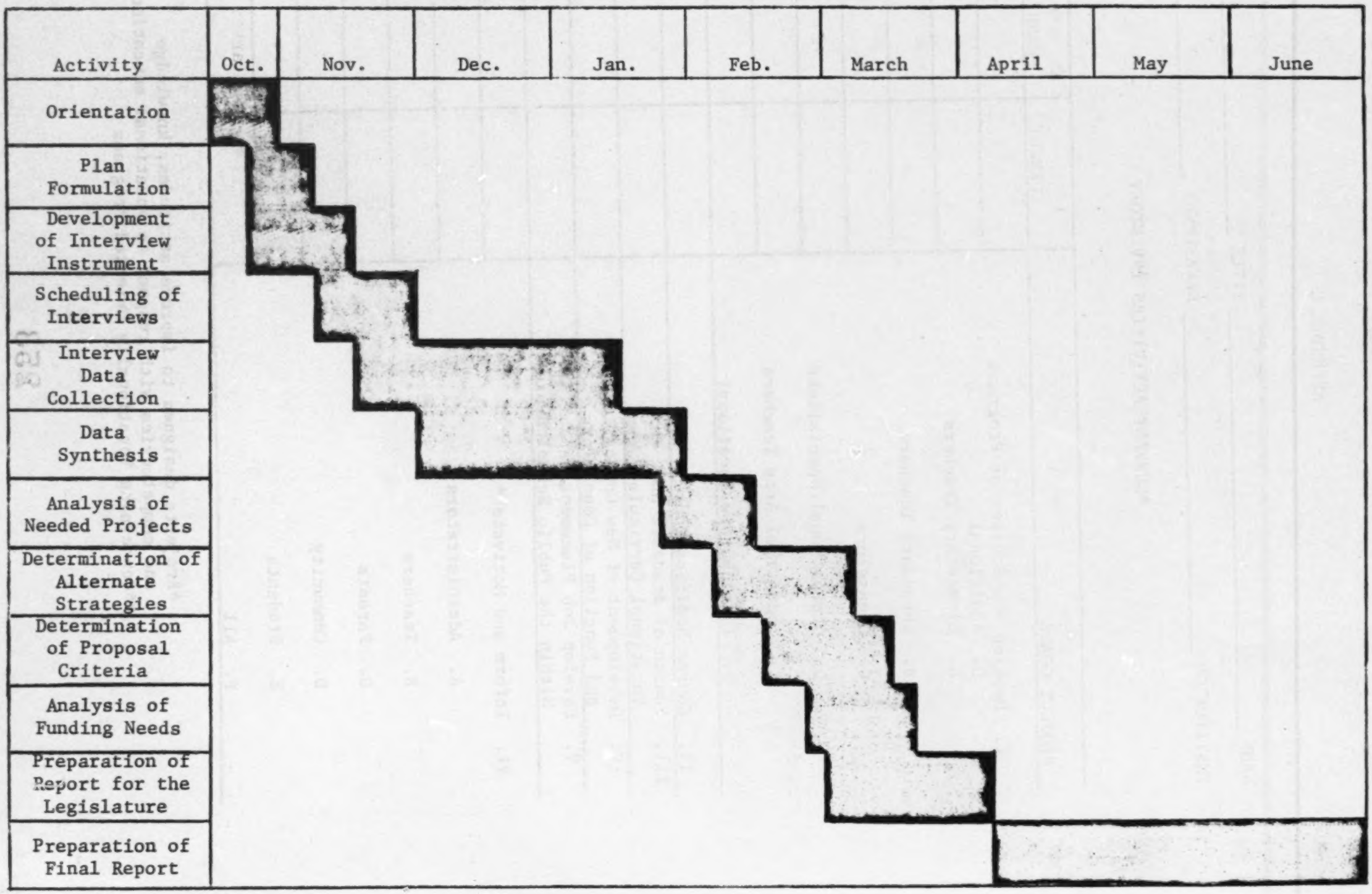
*CURRENT ACTIVITIES INVENTORY

| PROJECT GOALS | 1 CURRENT | 2 PLANNED | 3 NEEDED |
|---|---|---|---|
| I. Develop New Courses or Programs | | | |
| G. Additional | | | |
| A. Elementary Teachers | | | |
| B. Secondary Teachers | | | |
| C. Counselors | | | |
| D. Occupational Specialists | | | |
| E. Industrial Arts Teachers | | | |
| F. Introductory Vocational | | | |
| II. Course Modification | | | |
| III. Fusion of Academic and Vocational Curricula | | | |
| IV. Development of New Concept of Role and Function of Counselors | | | |
| V. Develop Job Placement Capabilities Within the Public School System | | | |
| VI. Inform and Motivate** | | | |
| A. Administrators | | | |
| B. Teachers | | | |
| C. Parents | | | |
| D. Community | | | |
| E. Students | | | |
| F. All | | | |

*Projects designed to improve attitudes, knowledge and competencies with respect to vocational education
**Concerning Vocationally Oriented Programs

APPENDIX D

ACTIVITIES SEQUENCE FOR HIGH PRIORITY EDUCATION PROJECT



## APPENDIX E

## PERSONNEL SALARY SUMMARY

(sample entries)

| RELATION TO PROJECT | NAME | SALARY | PERCENT TIME ON PROJECT | TIME ON PROJECT | AMOUNT |
|---|---|---|---|---|---|
| Project Director | | $16,000/yr. | 50% | 12 mo. | $8,000 |
| ---- | | | | | |
| ---- | | | | | |
| ---- | | | | | |
| ---- | | | | | |
| Graduate Assistants (2) | | $ 7,200/yr. | 50% | 12 mo. | $7,200 |
| ---- | | | | | |
| ---- | | | | | |
| Secretary | | $ 6,000/yr. | 100% | 12 mo. | $6,000 |
| ---- | | | | | |
| ---- | | | | | |
| Consultants (4) | | $ 50/day | 0% | 1 day | $ 200 |
| ---- | | | | | |
| ---- | | | | | |
| | | | Total Personnel Salaries = | | XX,XXX |

# APPENDIX F

## PROJECT COST ESTIMATES

PROJECT DIRECTOR _____ INSTITUTION _____

PROPOSED DURATION _____ _____ to _____
(starting date) (ending date)

| A. DIRECT COSTS | AMOUNT |
|---|---|
| Personnel Salaries* | |
| Employee Benefits | |
| Travel | |
| Supplies and Materials | |
| Communications | |
| Services | |
| Duplicating and reproduction | |
| Other | |
| Phase and Final Report Production | |
| Other** | |
| Subtotal; Direct Costs | _____ |
| B. OVERHEAD*** | _____ |
| C. TOTAL COSTS | |

*Transportation and per diem for consultants should appear under TRAVEL
**Food service and entertainment excluded
***Not to exceed 8% of DIRECT COSTS (following the guidelines of the Office of Grant Administration Policy - HEW)

# APPENDIX G

## SELECTION CRITERIA FOR PROPOSALS

PROJECT DIRECTOR _____ INSTITUTION _____

PROJECT TITLE _____ SCORE _____%

RELEVANCE

*1 ___ Will this project directly contribute to the attainment of the desired goals (as stated on the CURRENT ACTIVITIES INVENTORY)

FEASIBILITY AND EXECUTION

Objectives

*2 ___ Are they realistic

*3 ___ Are they concisely and behaviorally stated

*4 ___ Can they be evaluated

Procedures

*5 ___ Are they specific

*6 ___ Will they lead to the attainment of the stated objectives

*7 ___ Are the facilities adequate - do they permit the implementation of the stated procedures

Evaluation

*8 ___ Will the results of the evaluation clearly determine the extent to which the objectives have been attained

*9 ___ Is there provision for continuing evaluation and revision

Dissemination

*10 ___ Will the results of the project be communicated to all relevant personnel

*11 ___ Have these relevant personnel been identified

COMMITMENT

Personnel

*12 ___ Are the key personnel qualified to execute the project

*13 ___ Are there one or two key personnel with a large percent of their time committed to the project

University

14 ___ In addition to the Dean of the College of Education, has the project been endorsed by any additional personnel in the administration of the University

15 ___ Has reference been made to the way in which the project will become an integral part of the University and continue beyond the duration of funding

INVOLVEMENT

Will the lay community be involved in the

16 ___ planning of the project

17 ___ execution of the project

18 ___ evaluation of the project

Will the public schools be involved in the

19 ___ planning of the project

20 ___ execution of the project

21 ___ evaluation of the project

22 ___ Will this project interact with any other ongoing projects and/or activities

23 ___ Has the project been endorsed by any non-University personnel

COST EFFECTIVENESS

*24 ___ Have all funds requested been justified (by line entry)

*25 ___ Are the project costs justified by computational estimates when possible

All proposals will be evaluated on a yes-no basis for each of the criteria listed and will be given a score which indicates what percent of the criteria have been met.

Those proposals which have:
1. included all required items, and
2. received a minimum score of 60% (* items)

will be given prime consideration.

If a given criterion is not applicable for a given proposal, that item will be scored as "yes". For example, a proposal will not be penalized for lack of non-university endorsement if such is not relevant to the project.

N.B. Criteria were formulated primarily on the basis of the Florida State Plan for Vocational Education and suggestions contributed by the Deans of the Colleges of Education at the various state universities and the High Priority Education Project Advisory Council.